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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, UNC Asheville 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 17-campus UNC system.

UNC Asheville enrolls approximately 3,500 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 and Sciences. 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.

UNC Asheville is consistently recognized for academic excellence, student access to faculty, quality of life both on campus and in town, and has been named an educational value and best buy by Forbes magazine, the Fiske Guide to Colleges and The Princeton Review. U.S. News & World Report's "Best Colleges 2014" ranks UNC Asheville seventh in the nation among Public Liberal Arts Colleges, and it is the only North Carolina institution listed among National Liberal Arts Colleges whose students graduate with the least amount of debt. Kiplinger's Personal Finance Magazine calls UNC Asheville one of the nation's best values in public colleges, ranked fifth among small public colleges nationally, the sixth lowest total cost of attending for in-state students, and the eighth lowest average debt among graduates.

The 302-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 Osher Lifelong Learning Institute.

The University of North Carolina at Asheville is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate degrees and the Masters of Liberal Arts degree. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of the University of North Carolina at Asheville.

The purpose for publishing the Commission on Colleges' address and contact numbers is to enable interested constituents (1) to learn about the accreditation status of the University of North Carolina at Asheville and (2) to file a complaint for alleged non-compliance with a standard or requirement.

Please note that normal inquiries about the University of North Carolina at Asheville, such as admissions requirements, financial aid, educational programs, and the like should be addressed directly to the University and not to the Commission on Colleges' office.

For information specific to the University of North Carolina at Asheville, please contact the Chancellor of UNC Asheville, 253 Phillips Hall, CPO 1400, One University Heights, Asheville, NC 28804, 828-251-6500.

MISSION STATEMENT

VISION

UNC Asheville students, within a diverse and inclusive community, experience liberal arts education at its best.

MISSION

UNC Asheville is distinctive in the UNC system as its designated liberal arts university. Our practice of the liberal arts emphasizes the centrality of learning and discovery through exemplary teaching, innovative scholarship, creative expression, co-curricular activities, undergraduate research, engaged service, and practical experience. UNC Asheville is primarily undergraduate, with all programs of study leading to the bachelor's degree, with the exceptions of teacher licensure programs and the master's degree in Liberal Arts and Sciences (MLAS). UNC Asheville offers a liberal arts education characterized by high quality faculty-student interaction. We offer this challenging educational experience to all promising students who are committed to liberal learning and personal growth.

Our liberal arts educational approach emphasizes life skills including critical thinking, clear and thoughtful expression, and honest open inquiry. Students undertake concentrated study in one area while simultaneously developing an understanding of the connections among disciplines. We encourage students to clarify, develop and live their own values while respecting the views and beliefs of others. In addition we cultivate an understanding of the dimensions of human diversity while recognizing the common humanity of all. We believe a quality liberal arts education enables our graduates to be lifelong learners and to lead successful, flourishing lives as leaders and contributors to their communities.

At UNC Asheville, we respond to the conditions and concerns of the contemporary world both as individuals and as a university. We incorporate economic, social and environmental sustainability into our institutional practices and curriculum. With a range of associated centers, partnerships, and initiatives, we fulfill our public responsibility to address the needs of our community through a continuum of learning. We develop a commitment to continuing service characterized by an informed, responsible, and creative engagement with the Asheville area, the southern Appalachian region, the state of North Carolina, and a diverse and increasingly connected world.

(Amended by the UNC Board of Governors February 21, 2014. Approved, as amended, by the UNC Asheville Board of Trustees March 27, 2014.)

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 as amended, the Civil Rights Restoration Act of 1988, the Americans with Disabilities Act of 1990 as amended in 2008, 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.

2014-2015 ACADEMIC CALENDAR

Fall Semester 2014

| | | | |
|-----------|----|-----------|---|
| August | 14 | Thursday | Semester opens |
| | 18 | Monday | Classes begin Late registration |
| | 20 | Wednesday | Last day to register/drop/add Term I class |
| | 22 | Friday | Last day to register/drop/add full semester class if assistance needed in OneStop Student Services |
| | 24 | Sunday | Last day to register/drop/add full semester class online |
| | 25 | Monday | Late-add with instructor permission begins Withdrawal period with W grade begins |
| | 29 | Friday | Last day to late-add with instructor permission |
| September | 1 | Monday | Labor Day—Classes meet as scheduled Deadline to apply for December 2014 graduation (There is a \$100 late fee if application isn't submitted by 10 p.m.) |
| | 2 | Tuesday | Last day to withdraw from Term I class |
| | 26 | Friday | Last day to withdraw from full semester class Last day to change full semester class to audit |
| October | 3 | Friday | Term I classes end |
| | 6 | Monday | Fall Break begins |
| | 8 | Wednesday | Classes resume Term II classes begin; Term I grades due |
| | 10 | Friday | Last day to register/drop/add Term II class |
| | 13 | Monday | Advising begins for Spring pre-registration |
| | 23 | Thursday | Last day to withdraw from Term II class |
| | 31 | Friday | Incomplete grades due from Spring and Summer |
| November | 3 | Monday | Pre-registration begins for Spring |
| | 16 | Sunday | Pre-registration ends for Spring |
| | 21 | Friday | Competencies due for December graduates |
| | 25 | Tuesday | Classes end Deadline for students to request an Incomplete grade from an instructor for a Fall class |
| | 26 | Wednesday | Thanksgiving holiday begins |
| December | 1 | Monday | Undergraduate Research Symposium - no regularly scheduled classes Deadline to apply for May 2015 graduation (There is a \$100 late fee if application isn't submitted by 10 p.m.) |
| | 2 | Tuesday | Reading Day |
| | 3 | Wednesday | Finals begin |
| | 5 | Friday | Grades for graduating students due by noon |
| | 9 | Tuesday | Finals end |
| | 11 | Thursday | Final grades due by 10 a.m. |
| | 13 | Saturday | Commencement for July and December graduates |

Spring Semester 2015

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|----------|----|-----------|--|
| January | 8 | Thursday | Semester opens |
| | 12 | Monday | Classes begin Late registration |
| | 14 | Wednesday | Last day to register/drop/add Term I class |
| | 16 | Friday | Last day to register/drop/add full semester class if assistance needed in OneStop Student Services |
| | 18 | Sunday | Last day to register/drop/add full semester class online |
| | 19 | Monday | Martin Luther King, Jr. holiday—no classes |
| | 20 | Tuesday | Late-add with instructor permission begins Withdrawal period with W grade begins |
| | 26 | Monday | Last day to late-add with instructor permission |
| | 28 | Wednesday | Last day to withdraw from Term I class |
| February | 23 | Monday | Last day to withdraw from full semester class Last day to change full semester class to audit |
| March | 6 | Friday | Term I classes end |
| | 9 | Monday | Spring Break begins |
| | 16 | Monday | Classes resume Term II classes begin; Term I grades due Advising begins for Summer and Fall pre-registration |
| | 18 | Wednesday | Last day to register/drop/add Term II class |
| | 30 | Monday | Pre-registration begins for Summer and Fall Incomplete grades due from Fall |
| | 31 | Tuesday | Last day to withdraw from Term II class |
| April | 12 | Sunday | Pre-registration ends for Summer and Fall |
| | 22 | Wednesday | Undergraduate Research Symposium Day—no classes |
| | 24 | Friday | Competencies due for May graduates |
| | 27 | Monday | Classes end Deadline for students to request an Incomplete grade from an instructor for a Spring class |
| | 28 | Tuesday | Reading Day |
| | 29 | Wednesday | Finals begin |
| May | 1 | Friday | Grades for graduating students due by noon |
| | 5 | Tuesday | Finals end |
| | 7 | Thursday | Final grades due by 10 a.m. |
| | 9 | Saturday | Commencement |

Summer 2015

Information on the academic calendar for Summer 2015 is available at <http://registrar.unca.edu/calendars-and-schedules>.

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. Information is available on the Office of Admissions website at www.unca.edu/admissions or via e-mail at admissions@unca.edu.

UNC Asheville employees and recent UNC Asheville alumni should contact the Office of Admissions regarding their eligibility for a waiver of the application fee.

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, essay, counselor or teacher recommendations, 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 a regionally accredited secondary school.
2. Four units of college preparatory English.
3. Four units of mathematics, including Algebra I, Algebra II, Geometry, and one unit that has Algebra II as a prerequisite. 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 but who still want to attend UNC Asheville may elect to attend another regionally accredited institution of higher education and either: a) successfully complete 30 transferable semester hours or 45 transferable quarter hours—six transferable semester hours or nine transferable quarter hours must be completed in each of the following subject areas: English composition, mathematics, social sciences, natural sciences, and foreign language, or b) they may successfully complete an Associate in Arts, Associate in Science or Associate in Fine Arts. These students may then reapply as a transfer applicant and be reviewed for admissions consideration.

Applications are reviewed on a deadline-based schedule. Applicants for Fall must apply by November 15 of the preceding year to be eligible for early action. The final priority deadline

2 • ADMISSIONS

for Fall applicants is February 15. Early application is encouraged. UNC Asheville merit-based scholarship applications require receipt of all admissions materials by November 15.

Each applicant for admission as a beginning freshman must submit:

1. a completed application for admission;
2. an application fee of \$60. 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);
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 an official transcript be sent directly to the Office of Admissions of the University of North Carolina at Asheville; and
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 the Student Health and Counseling Services section for details.)

Transfer Students

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

For consideration, a student must possess a minimum GPA of 2.5 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 (see Beginning Freshman section) 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 A.A., A.S., or A.F.A. before becoming eligible for admission consideration.

Each applicant for admission as a transfer student must submit:

1. a completed application for admission;
2. a \$60 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 he or she is 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 an official transcript be sent directly to the Office of Admissions of the University of North Carolina at Asheville;
5. an official copy of your high school transcript showing your grade-point average, class rank, and date of graduation directly to the Office of Admissions at the University of North Carolina at Asheville, if you have not been awarded an A.A., A.S., A.F.A., B.A. or B.S. degree at time of application;
6. a Transfer Student Supplemental Information form, to be completed by a school official at current or last attended school;
7. an essay of 250 words or less. See the online application for admission for essay topic;
8. 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; and
9. a completed UNC Asheville health form, including immunization data required by North Carolina law, sent directly to UNC Asheville's Student Health and Counseling Services after official notification of acceptance.

Home School Applicants

Students who are home-schooled should follow the instructions for either Beginning Freshman or Transfer students, as applicable to the individual student. In addition to the requirements listed, North Carolina residents must submit a copy of the home school eligibility information issued by the North Carolina Division of Non-Public Instruction. Non-North Carolina residents must submit official documentation indicating the home school is approved to provide instruction. Official transcripts should include the notarized signature of the home school official.

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

Admission to the Master of Liberal Arts and Sciences 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.

Each applicant for admission as a M.L.A.S. degree candidate must submit:

1. a completed M.L.A.S. application form;
2. an application fee of \$60. 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 academic recommendation; and
5. an essay of approximately 1000 words that reflects the applicant's academic background and interests, passion for the liberal arts, how the applicant plans to use the M.L.A.S. Program to further personal and/or professional aims, and what special abilities, personal qualities, and life experience the applicant brings to the program.

In addition to these requirements, members of the Graduate Council will also conduct an on-campus interview with each applicant. 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.

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 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, earn a certificate of major, or enroll in the teacher licensure program will be considered transfer students for admissions purposes. Students seeking a second degree or certificate of major must complete a minimum of 30 hours at UNC Asheville, to include at least two-thirds of the hours required for the major. 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.

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

1. a completed application for admission;
2. a \$60 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 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; and
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 the Student Health and Counseling Services section for details.)

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 minimum 2.50 cumulative grade-point average from the school where they earned 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 \$60 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 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; and

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 the Student Health and Counseling 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. Returning students who attended another institution after leaving UNC Asheville, or students who are changing their status must reapply through the Admissions Office. A \$60 application fee will be required in those cases where the student has enrolled elsewhere since being enrolled at UNC Asheville.

All other returning students should complete the Application for Readmission, available on the Office of the Registrar website. All returning students must comply with immunization requirements.

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 applicants under the age of 24 who have not earned a Baccalaureate degree or an A.A., A.S., or A.F.A. degree, must contact their high school to request that an official transcript be mailed to the Office of the Registrar at 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 Assistant Provost for Academic Administration. Rules on academic eligibility apply to non-degree students. A \$20 non-refundable application fee is required.

Visiting Students

Students from other colleges or universities may attend UNC Asheville as visitors, provided they are in good academic standing at the institution they have been attending. Visiting students must complete the online Visiting Student Application and submit a completed Visitor Permission Form signed by a dean or other responsible academic officer at the student's home institution to OneStop Student Services. Verification of immunization compliance must also be provided.

It is the student's responsibility to verify credit for the courses completed will transfer to the sponsoring institution. Upon completion of classes, the student must file a transcript request to have records forwarded to the sponsoring institution.

Visiting enrollment does not constitute regular admission to the University of North Carolina at Asheville. A separate application must be submitted for each semester a student is visiting. A \$20 nonrefundable fee is required with each application.

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 www.unca.edu/admissions for deadlines and notification dates.

Deferral of Admission

Students wishing to defer their admission to the university for one semester should notify the Office of Admissions to inform the institution of this decision. Students who wish to defer for a term longer than one semester are required to submit an Application Update along with an additional application fee.

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 Affairs section of this catalog.

EXPENSES AND PAYMENTS

The University of North Carolina at Asheville strives to inform students of all charges to their accounts as expenses are incurred. Charges are applied to a student's account at varying times throughout the semester depending upon the student's activities. Students are responsible for monitoring their account, and for keeping contact information updated and relevant to ensure the proper delivery of billing statements. **Failure to receive a billing statement does not relieve the student from the financial responsibility of paying the charges on his or her account.** Failure to pay the charges may result in the cancellation of the student's schedule, the inability to register for future classes, and/or the inability to receive a transcript. The student may also begin acquiring late fees and interest on past due balances.

Expenses for 2014-15—per semester, excluding Health Insurance coverage fee (see below)

Note: Per semester expenses listed below are estimates. Final expenses may differ from these estimates.

| Tuition and Fees—Undergraduate | In-State Residents | Out-of-State Residents |
|---------------------------------------|---------------------------|-------------------------------|
| 12 or more semester hours (full-time) | \$ 3196.00 | \$ 10631.50 |
| 9, 10 or 11 semester hours (3/4 time) | 2403.25 | 7979.90 |
| 6, 7 or 8 semester hours (1/2 time) | 1610.50 | 5328.25 |
| 1, 2, 3, 4 or 5 semester hours | 817.75 | 2676.65 |

| Tuition and Fees—Graduate | In-State Residents | Out-of-State Residents |
|--------------------------------------|---------------------------|-------------------------------|
| 9 or more semester hours (full time) | \$ 3548.50 | \$ 10805.50 |
| 6, 7 or 8 semester hours (3/4 time) | 2667.50 | 8110.40 |
| 3, 4 or 5 semester hours (1/2 time) | 1786.74 | 5415.25 |
| 1, 2 semester hours (1/4 time) | 905.86 | 2720.15 |

Residence Hall Rooms

| | |
|----------------------------|------------|
| Founders Hall | \$ 2329.00 |
| Governors Hall | 2329.00 |
| Governors Hall (single) | 2963.00 |
| Governors Village (single) | 3050.00 |
| Mills Hall | 2329.00 |
| Overlook Hall | 2395.00 |
| Overlook Hall (single) | 3050.00 |
| South Ridge | 2329.00 |
| West Ridge | 2329.00 |

| | |
|--------------------------|------------|
| Board (Meal) Plan | \$ 1837.00 |
|--------------------------|------------|

Late Registration

| | |
|--|----------|
| For continuing students who did not pre-register (if eligible) | \$ 50.00 |
|--|----------|

Health Insurance Requirement

All degree-seeking students who are enrolled for 6 or more credit hours are required to have health insurance coverage. When students register for at least 6 credit hours, a charge for health insurance coverage (\$802.00 per semester) is placed on their account.

Students who are covered by another health insurance policy **MUST** apply for a waiver at <http://www.BCBSNC.com/student>. If the policy information provided by the student is verified

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by Blue Cross Blue Shield, a waiver will be approved, and a credit offsetting the insurance charge will be put on the student's account. If a waiver is not received or policy information not verified, the student will be added to the University policy, and will be required to pay for the insurance coverage, regardless of other coverage.

Advance Tuition Deposit

Each degree-seeking applicant must remit an advance tuition deposit of \$150. Freshmen accepted for the fall semester must remit the deposit by May 1, or within two weeks of notice of acceptance if admitted after May 1. Transfer students must remit the deposit by June 1. All students accepted for the spring semester must remit the deposit by December 15, or within two weeks of notice of acceptance if admitted after December 15. Failure to remit within this prescribed period will constitute withdrawal of the application. If after remitting the deposit the applicant decides not to attend UNC Asheville, and gives written notice of this decision by May 1 for the fall semester, or December 15 for the spring semester, the deposit will be refunded. Questions regarding 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 readmission.

Residence Hall Room Deposit

A \$150 room reservation/damage deposit is required to reserve a room in a residence hall. This deposit is applied to the student's housing costs for the first semester of attendance at UNC Asheville. Questions about financial hardships regarding the deposit should be directed to Residential Education and Housing Operations.

Students living in the residence halls are required to purchase a meal plan. Food service is provided in the Lifestyle Dining Hall and additional dining locations across campus. Additional information on University Dining Services is available at <http://www.dineoncampus.com/unca/>.

Payment of Charges

Payment of charges for pre-registered students is due by August 1 for the fall semester, December 15 for the spring semester, and May 20 for summer school.

Students who did not pre-register for a semester must pay all charges at the time of registration. Students who are registered for classes but miss a payment deadline may have their schedules cancelled. If the schedule is cancelled, the student must pay a \$100 schedule reinstatement fee, and all tuition and fees, prior to being able to re-register. Payment of the re-registration fee does not guarantee students will retain their original schedules. The student's original schedule will be subject to class availability. 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 permitted to register. Such indebtedness includes tuition and fees, housing charges, fines, or amounts in arrears on loans, including Perkins Loans. Transcripts will not be issued until all debts have been cleared.

Refunds for Students who Withdraw from the University

The following policies apply to refunds for students who officially withdraw from the University:

1. A student who leaves school without officially withdrawing from the university forfeits all rights to a refund or to a reduction in the charges on 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 student officially withdraws from **all courses** (exits from the university during that semester). There is no refund given if students withdraw from one course while still

enrolled in others. The percentage of refund will be based on the date shown on the official withdrawal form.

| Date of Withdrawal | Amount of Refund |
|-------------------------------|-------------------------|
| 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 |

3. Refunds for the summer terms will be made according to the refund schedule published by the Bursar's Office.
4. Refunds for residence hall rental will be made from a schedule on file with the Dean of Students, who may make a pro rata refund due to extenuating circumstances.
5. Refunds for the meal plan will be made from a schedule on file with the Dean of Students, who may make a pro rata refund due to extenuating circumstances.

REQUIRED FEES

Required fees represent charges made to support student activities, athletic and recreational facilities, bond issue requirements and auxiliary services including health services. Required fees cannot be waived or reduced.

Orientation Fee

There is a one-time orientation fee of \$150 charged to all new freshmen and transfer students. Students who attend orientation but who subsequently do not attend the University are still responsible for payment of the orientation fee.

Matriculation Fee

A matriculation fee of \$25.00 per semester is assessed to all degree-seeking students. A matriculation fee of \$10.00 per semester is assessed for all non-degree seeking students. A matriculation fee of \$2.00 per credit hour is assessed for courses taken during the summer.

Parking Permit Fee

Students who wish to bring a car and park it on campus must purchase a Parking Permit for \$100.00. If a parking permit is not purchased, the student may not bring a car to campus.

Freshmen are not permitted to have a car on campus except under extenuating circumstances, and with the approval of the UNC Asheville Transportation Office.

MISCELLANEOUS CHARGES

A late pre-registration fee of \$50 is charged if a continuing student registers after the assigned pre-registration date. A schedule reinstatement fee of \$100 is charged if a student has his or her schedule cancelled and wishes to enroll in classes again. The student's original schedule will be subject to class availability.

The cost of books or other institutional materials to be purchased by the student is approximately \$450 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 UNC Asheville Education Department for details.

A fee of \$25 is charged for any check or ACH payment (electronic check) returned to the university by the bank for any reason.

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Graduation

Students must submit an online application for graduation by 10 p.m. on the day of the appropriate deadline, listed below. Students who do not submit the application by the deadline will be required to pay a late application fee of \$100 prior to applying.

- For May graduation, the application is due December 1 of the preceding year
- For Summer graduation, the application is due June 1
- For December graduation, the application is due September 1

Tuition Surcharge

The North Carolina General Assembly imposes a 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 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. The tuition surcharge approved by the General Assembly is 50 percent.

FINANCIAL AID

It is the mission of the UNC Asheville Office of Financial Aid to provide financial assistance to help students remove the financial barriers to obtaining a college education. Our goal is to help each student attend UNC Asheville regardless of financial difficulties.

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, 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.

Financial aid applications for the academic year beginning in August should be submitted between January 1 and March 1. 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. Additional information is available from the Office of Financial Aid's website, <http://financialaid.unca.edu/>.

All Financial Aid is subject to change based on Federal and State funding.

How Need Is Assessed

Need is assessed once the institution receives the outcome from the FAFSA. This 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 to have a financial need and could receive grants, work study 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 students are eligible for financial aid: degree seeking undergraduates seeking their first baccalaureate degree who have less than 180 cumulative attempted credit hours (including transfer hours); students seeking a second undergraduate degree who have less than 230 attempted hours; and students seeking teacher licensure or who are enrolled in courses required to complete the licensure program.

Visiting students, Certificate of Major students, non-degree seeking students, and students who have exceeded the Maximum Time Limit are not eligible to receive financial aid.

Maximum Time Limit Measure

To remain eligible for financial aid, undergraduate students seeking their first degree must complete requirements within 150% of the published length of their academic program. This includes students who are seeking more than one major or minor. Because most UNC Asheville programs require no more than 120 hours to complete, students seeking a first baccalaureate degree must complete their requirements within 180 attempted hours to remain eligible for financial aid. However, students are not eligible to receive additional Title IV aid once they have fulfilled requirements to graduate (completion of one major and no minor). If a student elects to postpone taking required courses to avoid graduation, while continuing to take courses not required for their program, they will no longer be eligible for financial aid.

Student records are evaluated at the end of each semester for Satisfactory Academic Progress. If the SAP review shows that the student who has surpassed the 120-hour minimum requirement (100%) cannot complete his or her program within 180 credits (150%), the student will no longer be eligible for Title IV aid.

Students seeking a second undergraduate degree must complete their requirements within 230 cumulative attempted hours.

Students will not be eligible for federal or state aid once they exceed the Maximum Time Limit, even if they have not graduated.

Financial Aid Census Date Policy

In accordance with federal and state regulations, the Office of Financial Aid will recalculate federal, state and institutional student aid awards based on the student’s enrollment status on the published census date established by the Office of the Registrar. The census date is typically the end of the 10th day of class for both fall and spring terms. The census date for summer will vary based on the term in which courses are taken.

Changes cannot be made after the census date to awards from the Federal Pell Grant program, the Federal Teacher Education Assistance for College and Higher Education (TEACH) Grant, the Federal Perkins Loan program, and the Federal Work Study program. Changes to Federal Direct Subsidized, Unsubsidized, and PLUS loan programs are allowed after census date as long as the student meets all other eligibility requirements. Eligibility for funds from the federal programs may be affected for students whose FAFSA information was submitted or corrected after the census date.

Financial aid is awarded to eligible students prior to the start of the semester, based on the assumption that they will be enrolled in a full-time status (12 or more credit hours). Students whose credit hours are below full-time on census day may be required to repay some or all of the aid that was initially disbursed. Students are not eligible to receive additional funding for any credits added after the census date.

UNIVERSITY SCHOLARSHIPS

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 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 Reading and Math sections |
| or | |
| American College Test (ACT with Writing) | 28 composite or higher |

Entering freshmen who want to be considered for Laurels Scholarships must apply for admission by the early action deadline of November 15. The Admissions Committee will nominate competitive applicants at the time of application.

Departmental Scholarships

Academic scholarships are available from some departments. Recipients of departmental scholarships are selected by the individual departments, who notify the students if a separate application is required. Recipients must be full time and maintain a 3.0 GPA.

FEDERAL AND STATE FUNDS

Federal Pell Grant Program

As the largest federal grant program, the Pell Grant provides education grants up to \$5,730 per year. These grants 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 Work-Study Program

The program provides on- and off-campus jobs (10 hours/week) for students who demonstrate financial need and meet the qualifications set forth by the federal government.

Federal Perkins Loan Program

This long-term, low-interest loan (5%) was once funded by the federal government for qualified students who demonstrated financial need. At this juncture, the only funds available are based on amounts that are repaid to the school. Therefore, funds are limited.

William D. Ford Federal Direct Loan Program

The William D. Ford Federal Direct Loan is a long-term, low-interest loan designed to provide students with additional funds for college. Funds must be repaid. This program includes both Subsidized and Unsubsidized loans. For more eligibility information, visit the Office of Financial Aid website: <http://financialaid.unca.edu>.

William D. Ford Federal Direct Parent Loan Program (PLUS Loan)

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

Federal Direct Subsidized or Unsubsidized Loan Annual Borrowing Limits:**Dependent Undergraduates**

(except students whose parents are unable to borrow a PLUS loan)

| | Total | Subsidized | Unsubsidized |
|------------|----------|------------|--------------|
| Freshmen | \$ 5,500 | \$ 3,500 | \$ 2,000 |
| Sophomores | 6,500 | 4,500 | 2,000 |
| Juniors | 7,500 | 5,500 | 2,000 |
| Seniors | 7,500 | 5,500 | 2,000 |

Independent Undergraduates

(and dependent students whose parents are unable to borrow a PLUS loan)

| | Total | Subsidized | Unsubsidized |
|------------|----------|------------|--------------|
| Freshmen | \$ 9,500 | \$ 3,500 | \$ 6,000 |
| Sophomores | 10,500 | 4,500 | 6,000 |
| Juniors | 12,500 | 5,500 | 7,000 |
| Seniors | 12,500 | 5,500 | 7,000 |

Graduate and Professional Students

Graduate and Professional Students may receive a maximum of \$20,500 of Unsubsidized loans each year.

Federal TEACH Grant

The TEACH (Teacher Education Assistance for College and Higher Education) program provides grants of up to \$3,716 per year to students who agree to serve as full-time teachers in a high-need field in a public or private elementary or secondary school that serves low-income students. As a recipient of a TEACH Grant, students must teach for at least four academic years. This four-year service obligation must be completed within eight calendar years of completing the program of study for which a TEACH Grant was received.

NORTH CAROLINA STATE GRANTS

North Carolina Education Lottery Scholarship (ELS)

This scholarship is awarded on the basis of financial need as determined by the FAFSA. Eligible students must be North Carolina residents for tuition purposes, be enrolled in at least six credit hours, and be undergraduate student seeking their first bachelor's degree. The student's initial award is based on the assumption that they will be full-time. If the student is enrolled between 6 and 11 hours, the student is only eligible to receive half of the originally funded amount. Students are not eligible for an ELS scholarship once they have 132 attempted credit hours.

The North Carolina Native Americans Scholarship

The North Carolina General Assembly has provided funds for a number of need-based grants to 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 (ISGPNA) is limited to a person qualifying as follows:

- admitted or enrolled as a student in good standing in a degree program at this institution;
- 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;
- found to have financial need by this institution; and
- 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.

University of North Carolina Need-Based Grant

This program is administered by the College Foundation of North Carolina and provides grants to North Carolina residents who are enrolled at the university at least half time. This grant is limited to eight semesters.

INSTITUTIONAL GRANTS

North Carolina Tuition Offset Grant

This grant is provided by the state of North Carolina to help students offset the yearly increases of tuition. The student must have demonstrated financial need.

The UNC Asheville Need-Based Grant

This grant enables 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 in the academic year for which they request aid. The grant is limited in funding and is only awarded to those students with the greatest documented need as determined by the FAFSA. Recipients must have a satisfactory academic record.

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.

SATISFACTORY ACADEMIC PROGRESS POLICY FOR FINANCIAL AID RECIPIENTS

Federal regulations require all schools participating in Title IV Federal Financial Aid Programs to have a Satisfactory Academic Progress (SAP) policy. The requirements of this policy apply to all students seeking a baccalaureate degree as one determinant of eligibility for financial aid.

The SAP policy must measure a student's progress both qualitatively (Cumulative grade-point average (GPA)) and quantitatively (Completion Ratio). In addition, students are also required to complete their degree requirements within a certain period of time (Maximum Time Limit). This requirement applies to all applicants and recipients of financial aid. Financial Aid is defined as all federal, state, and institutional aid.

For SAP purposes, student academic records are evaluated by the Office of Student Financial Aid at the end of each semester. Students will receive one of three SAP conditions, Good, Warning or Cancelled. If aid is cancelled, the student may appeal (see Satisfactory Academic Progress Appeal Process section). If the appeal is granted, students will be awarded aid on a probationary status. The Office of Student Financial Aid will send notification of eligibility to students through their official UNC Asheville e-mail account.

Students who are suspended or dismissed from the institution will immediately become ineligible for financial aid. Students who withdraw from all courses in two consecutive semesters while receiving financial aid will not be eligible for reinstatement based on appeal. In such cases, the student will be expected to successfully complete a full-time semester of coursework (i.e., with all passing grades) before appealing for reinstatement.

SATISFACTORY ACADEMIC PROGRESS FOR UNDERGRADUATE STUDENTS

Cumulative Grade Point Average (Qualitative Measure)

To be eligible for financial aid, students must maintain a minimum 2.0 cumulative and term GPA. Some institutional scholarships or grants may require a higher academic achievement than those defined by the Satisfactory Academic Progress criteria. Private aid offered by agencies outside the University is not subject to the conditions of this policy, but will be administered according to donor specifications.

Completion Ratio (Quantitative Measure)

UNC Asheville recommends students earn at least 30 semester hours per academic year in order to graduate in four years. To remain eligible for financial aid, students must earn at least 67% of the total cumulative hours attempted. Attempted hours include all credits accepted in transfer as well as those attempted at UNC Asheville. Students must receive grades of A, B, C, D (including "+/-"), or S to earn hours.

For financial aid purposes, the following are not included as part of the cumulative earned hours at UNC Asheville; however, they are included in the attempted hours.

- Grades of F, I, IP, U, W or X/Y (audit) do not earn hours.
- If a student repeats a course, the total attempted hours will increase with each repeat, but the student will only earn hours for a successfully completed course once.
- Repeating courses may negatively affect the student's ability to satisfy the Completion Ratio standard.
- Incomplete grades (I) count toward attempted hours but will not count toward earned hours until the I grade is replaced by a grade that contributes to earned hours.
- In-Progress grades (IP) count toward attempted hours but will not count toward earned hours until the IP grade is replaced by a grade that contributes to earned hours.
- Audited courses (X/Y) count toward attempted hours but not toward earned hours. Therefore, auditing classes may negatively affect the student's ability to earn the required number of hours.

Federal regulations have amended the definition of a full-time student to allow repeated coursework to count toward enrollment status in term-based programs. Students may repeat a

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previously passed course once and be paid with Title IV aid accordingly. Students may repeat a failed course until it is passed and be paid. However, as stated above, grades of “F” do not count as earned hours. Repeating any coursework may ultimately impact a student’s maximum time limit, GPA and completion ratio as it relates to Title IV eligibility.

Financial Aid Warning

Financial Aid Warning status will be assigned at the end of the semester to students who fail to make SAP. Students under Warning status may continue to receive Title IV aid for one payment period with no appeal.

If at the end of the one payment period the student is still not making SAP, financial aid will be cancelled, and students must appeal to receive additional Title IV aid. The appeal is subject to review and approval by the SAP Appeal Committee. Students should be prepared to pay until the appeal is considered and a decision is rendered.

Financial Aid Cancellation

Failure to achieve the required GPA and/or completion ratio while on Financial Aid Warning will result in Financial Aid Cancellation. Students are not eligible to receive financial aid in this status. To regain eligibility to receive financial assistance, students must improve their GPA to the minimum requirement of a 2.0 and/or complete 67% of the credit hours attempted. Students with extenuating circumstances may be eligible to appeal for reinstatement of aid (see Satisfactory Academic Progress Appeal Process section).

All “F” Grades or Zero GPA

Students receiving all F grades, or having a zero GPA in one semester, will have their status moved directly to Cancelled without a semester of Warning. Until the required hours are earned or the GPA requirement is met, the student is responsible for all charges due to the university.

Students in this situation will be required to pay for one semester even if they are meeting all other SAP requirements. They will also be required to submit an Academic Plan for review by the SAP Committee and the Enrollment Services Committee. If a student unofficially withdraws, aid for that semester is subject to the R2T4 Federal Calculation of repayment and state refund calculation.

Regaining Eligibility for Financial Aid

If students lose eligibility to receive financial aid because they do not meet the qualitative and/or quantitative measures, they can regain eligibility by:

- raising their cumulative GPA by taking courses and earning hours at UNC Asheville (these courses cannot be taken at other institutions);
- successfully completing a minimum of 67% of the attempted coursework at UNC Asheville; and
- successfully completing the Academic Recovery Program (see below).

Academic Recovery Program

The Academic Recovery Program (ARP) is sponsored by Advising and Learning Support. Students who have had their aid cancelled because of academic difficulties may have the option to enroll in the ARP program. While enrolled in ARP, a student may receive financial assistance. Additional information on ARP is available at <http://advising.unca.edu/arp>.

SATISFACTORY ACADEMIC PROGRESS APPEAL PROCESS

Students whose financial aid was cancelled due to GPA and/or completion ratio standards may be eligible to appeal for reinstatement. If one of the following circumstances exists, students should submit a completed Satisfactory Academic Progress Appeal Form, providing the required documentation. Appeals submitted without proper documentation will be denied.

- Death in the family
- Medical Illness (Personal/Immediate family)
- Loss of a job
- Divorce or Separation

Students with chronic conditions are responsible for properly balancing work with known chronic conditions, and appeals for more than one waiver will not be considered.

Students seeking to re-establish financial aid eligibility remain ineligible to receive financial aid assistance or deferment of payment until the appeal process is complete and a decision has been made by the SAP Appeal Committee. Students should be prepared to pay until the appeal is reviewed and a decision rendered.

Submitting an appeal with the required documentation does not guarantee that the appeal will be approved. The documentation will be reviewed by the SAP Appeal Committee and a decision will be made at that time. Notification regarding the decision of the appeal will be sent to the student's UNC Asheville email address.

Steps for Appealing

1. Complete the UNC Asheville Satisfactory Academic Progress Appeal form, available at <http://financialaid.unca.edu/forms/>.
2. Attach a personal letter, describing in detail the extenuating circumstances that prevented you from maintaining Satisfactory Academic Progress, and what steps you intend to take to assure that you will maintain SAP in the future.
3. Submit the SAP Appeal form and all of the required documentation to the UNC Asheville Office of Financial Aid. Acceptable documentation for the appeal is as follows:
 - For the death of an immediate family member: a copy of the death certificate or newspaper clipping that states your relationship to the deceased.
 - For illness: statement from physician explaining the type of illness and the date and length of the illness.
 - Other: proper documentation surrounding the circumstances.

Appeals must be received in the Financial Aid Office 30 days prior to the start of the semester for which you are trying to reestablish eligibility. Students appealing after this time frame should be prepared to pay for the semester expenses. If the appeal is granted, students cannot submit appeals for other semesters citing the same extenuating circumstances. Students whose appeals are approved will receive aid on a probationary status.

Financial Aid Probation

The Probationary status is assigned by UNC Asheville's Office of Financial Aid to all students who fail to make SAP, and who have appealed and had eligibility for Title IV aid reinstated. UNC Asheville's Office of Financial Aid may impose conditions for student's continued eligibility to receive Title IV aid. If the Financial Aid Office chooses not to impose conditions for a student's continued eligibility, the student may receive aid for one additional payment period. If at the end of the unconditional payment period the student still fails to make SAP, all Title IV aid will be canceled until the student can regain SAP standards. No additional appeals will be granted. The student should be prepared to pay until SAP is obtained. After Financial Aid Probation, the student must be making SAP or must be successfully following an academic plan. There are no exceptions to this condition.

Denied Appeals

If the appeal is denied by the SAP Appeal Committee, and students wish to pursue it further, they may appeal to the Enrollment Services Advisory Committee. If the appeal is denied by one or both committees, students must pay for the semester expenses until satisfactory academic progress is reestablished.

If SAP wasn't maintained due to a deficiency in hours (quantitative measure), students may take courses at another institution as long as UNC Asheville will accept the courses in transfer. This process must first be approved by the Office of the Registrar at UNC Asheville.

If the deficiency is due to GPA (qualitative measure), any additional courses must be taken at UNC Asheville since the GPA is calculated using only UNC Asheville courses.

After completing the semester being used to reestablish SAP, students must submit another appeal form to The Office of Financial Aid as outlined above in Steps for Appealing.

Title IV Refund Repayment

UNC Asheville has a federally mandated Return of Funds Policy that governs the return of Title IV funds, as well as a refund policy for North Carolina state funds disbursed to students who completely withdraw from the University. If a student completely withdraws, he or she must return unearned student aid. Funds are earned in direct proportion to the length of time a student remains enrolled each semester. If the amount of funds disbursed is greater than the amount of funds earned by a student, a return of funds is required. Both the University and the student are responsible for returning a percentage of the unearned aid.

Satisfactory Academic Progress for Post-Baccalaureate and Teacher Licensure Students

Students seeking a second undergraduate degree or teacher licensure are subject to the same Satisfactory Academic Progress requirements as listed above for students seeking their initial baccalaureate degree.

Satisfactory Academic Progress for Graduate Students

Graduate (MLAS) students must maintain a cumulative grade point average of 3.0 or better and may not fail or withdraw from any classes to remain eligible for financial aid. Graduate students do not receive a Warning period.

Satisfactory Academic Progress for Study Abroad Students

Students who participate in study abroad during any term will be evaluated for SAP at the end of the term. If transcripts are not received by the end of the term, students will be placed on Warning status for one semester. If transcripts are still not received by the review time for the following term, aid will be Cancelled. If this happens, students will be required to follow the SAP appeal process to have aid reinstated. Students must complete a minimum of 67% of the hours attempted.

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 submit an application for review concerning 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: State law mandates that only those who can demonstrate 12 months of uninterrupted domicile in North Carolina are eligible for in-state tuition. State law places on applicants the burden of establishing, by a preponderance of evidence, that they are domiciled, rather than merely residing, in North Carolina. To be domiciled means maintaining a 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 responsibility is borne by the applicant to convince the institution of higher education, by a preponderance of evidence, that the student is a bona fide domiciliary for tuition purposes.

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: copies of 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 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 who are stationed in North Carolina because of his or her active duty military service even though not qualifying for the in-state tuition rate by reason of 12 months of legal residence in North Carolina. 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.

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.

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.

Appeals of Rulings: Any student or prospective student may appeal the ruling of the Office of the Registrar in writing to the chair of the 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 Residency Appeals Committee and will be forwarded to the state committee. Details concerning appeals may be obtained from the Office of the Registrar.

STUDENT AFFAIRS

Student Affairs encompasses organized programs, activities and services outside the classroom that support students in a formal way or involve student participation. Student Affairs includes Transition and Parent Programs, Student Activities, Involvement and Leadership, Campus Recreation, Multicultural Student Programs and the Intercultural Center, Student Health and Counseling, University Police and Public Safety, Residential Education, Housing and Student Life Operations, Citizen Education, and University Dining Services. Student Affairs also supports Student Government, the Student Environmental Center, and Student Media. More information about Student Affairs is available at <http://studentaffairs.unca.edu/>.

Mission Statement

The UNC Asheville Division of Student Affairs develops and implements programs and services that foster an inclusive, nurturing and challenging community in which all students have the opportunity to engage in integrated and transformative learning which prepares them to be productive citizens of a global society and develop a lifelong commitment to learning and personal wellness. Students are encouraged to take ownership of their personal and intellectual development and be accountable to themselves, each other, and the community by achieving the following outcomes:

- Persisting and achieving academically
- Communicating effectively
- Appreciating and respecting diversity
- Promoting and practicing wellness
- Solving problems creatively
- Leading with integrity
- Serving the local and global community
- Living life with passion and compassion

Student Government

The University recognizes the Student Government Association as the governing body of the students. The SGA plays a vital role in policy-making procedures, serving as a voice for students. The president of the Student Government Association is a full voting member of the Board of Trustees of UNC Asheville.

The student government president, elected by the student body, leads the executive branch of the SGA. The legislative branch of the SGA, led by the vice president, is primarily responsible for representing concerns of students as reflected by the Student Senate. Students are encouraged to get to know their Senate representatives so concerns of the student body can be properly reviewed.

Student Environmental Center

A student led initiative, the Student Environmental Center at UNC Asheville is a campus community resource dedicated to increasing campus awareness surrounding environmental issues and improving the environmental performance of our University.

Student Media

Student media include The Blue Banner, UNC Asheville's student newspaper, which is published regularly and covers campus news, features, and other news that affects students, Headwaters creative arts magazine, Metabolism literary magazine, and The Blue Echo campus radio station.

TRANSITION AND PARENT PROGRAMS

The Office of Transition and Parent Programs helps new UNC Asheville students and families transition into university life, build a strong foundation for academic and personal success, and embrace opportunities that promote intellectual growth. The office serves new students by intentionally engaging them in interactive and meaningful campus initiatives that help maximize their collegiate experience. The Office of Transition and Parent Programs includes orientation (**embark**, **pre-rendezblue**, and **rendezblue**) programs, non-traditional student programs, family and parent programs, and veteran programs and services. Additional information about these programs is available at <https://transition.unca.edu/>.

New Student Orientation Programs

- **embark**—Freshman **embark** is a two-day program in which freshmen stay overnight in a residence hall and get a taste of life at UNC Asheville. The **embark** session for transfer students is a one-day program.

During **embark**, new students meet with OneStop advisors who assist them in navigating the university's academic requirements and provide information about the various campus resources that can help them maximize academic success. Small group activities led by members of the **embark** Orientation Blue Crew allow participants to meet fellow first-year students, learn about campus life and identify opportunities for campus involvement.

A parent **embark** orientation session is offered in concurrence with each student **embark** session. It is designed to educate parents and family members about the nuts and bolts of sending their student to college, and also connects them with faculty and staff of the university.

- **pre-rendezblue**—First-year students are encouraged to get a head start on their UNC Asheville education by attending **pre-rendezblue**, a five day/five night program that occurs the week prior to the official move-in date for the fall semester. Participants join dynamic and diverse groups of fellow students and program leaders with similar interests to learn about the resources, opportunities and social activities on campus and in the Asheville area. Students may explore such topics as diversity, health and wellness, music, literature, art, history of Asheville, sustainability, outdoor recreation, and community service while expanding their sense of belonging even before the start of the semester.
- **rendezblue**—In addition to **embark** orientation, all new freshman and transfer students are encouraged to participate in **rendezblue**, a program which offers a series of social and educational activities over the weekend prior to the start of classes. Students move into the residence halls, attend Convocation where they are introduced to UNC Asheville's Chancellor, faculty and staff and learn about some of our university's traditions and rituals, and attend a variety of social events which allow students time to get settled into their new surroundings in preparation for their first semester at UNC Asheville.

Parent Programs

Parent programs are designed to assist parents and families as they, along with their students, transition into the UNC Asheville community. A Family Newsletter is provided twice each semester to parents and families to keep them informed about campus resources, news and events. Family Weekend, held every fall semester, provides an opportunity for parents to return to campus and visit their student, as well as to participate in activities that will deepen their connection to UNC Asheville. The National Parents Council provides parents with an intentional and dedicated outlet for providing ongoing feedback and suggestions that encourage the growth and continued development of students at UNC Asheville.

Veteran Programs and Services

Student veterans have a very special place at UNC Asheville and are encouraged to look into the various opportunities available for them to connect with other veterans and the campus community.

The University Veteran Alliance is a student organization open to all veteran and non-veteran students interested in veteran affairs at UNC Asheville. Its mission is to bring veteran and non-veteran students together to build camaraderie and develop relationships with the university and the city of Asheville. This organization works to raise awareness of veterans on campus and the challenges they face, along with highlighting the unique strengths they bring to the university and local communities.

The UNC SERVES initiative supports student veterans on campus. Meetings are held twice a semester to discuss ways to increase support and build a stronger community for our veteran students.

STUDENT ACTIVITIES, INVOLVEMENT AND LEADERSHIP (SAIL)

Student Activities, Involvement and Leadership provides programming, services and opportunities that enhance the knowledge, understanding and skills necessary for personal development. SAIL is responsible for Student Organization Services, International Student Services, Greek Life, Underdog Productions, the Highsmith Student Union building reservations and operations, and Campus Programming.

SAIL, in conjunction with the Key Center for Civic Engagement and Service Learning, also provides opportunities for students to become actively engaged in volunteer service projects in the local and regional community. Visit SAIL's website at <http://studentactivities.unca.edu/>.

Student Organization Services

Involvement in co-curricular student organizations is an important aspect of college life. UNC Asheville officially recognizes two fraternities and two sororities. There are more than 60 social, service, religious and academic organizations represented, as well as a number of leadership and academic honor societies. All organizations strive to offer an opportunity for students to become involved and develop leadership skills, self-confidence and individual talents.

Student Leadership Programs

Leadership programs at UNC Asheville are open to all students who wish to enhance their leadership skills on any level. As a member of any of the over 60 student organizations on campus, students may develop their leadership skills in various ways, including participating in the Professional and Personal Development series programs, induction into Omicron Delta Kappa (national leadership society), and participation in the National Society of Leadership and Success, a leadership certificate program for students.

International Student Services

International Student Programs provides programming, and cultural and academic advising for international students in order to ease their transition to life in the United States and to the UNC Asheville community. Programs are designed to help international students succeed academically and socially during their time at UNC Asheville and beyond.

Greek Life

The UNC Asheville Greek Life system promotes the personal, social, intellectual, ethical, and leadership development of all chapter members. The advancement of the Greek system at UNC Asheville is seen as an ongoing recruitment effort to foster a supportive environment of brotherhood and sisterhood. The following national and international organizations have chapters at UNC Asheville: Alpha Sigma Phi, Alpha Xi Delta, Gamma Phi Beta and Sigma Nu.

Underdog Productions

Many of UNC Asheville's extracurricular campus-wide events are sponsored by Underdog Productions (UP), the student-run campus activities board. Students interested in getting involved with UP may apply as leadership positions become available. UP is one of more than 1,200 member organizations in the National Association for Campus Activities (NACA), which provides superb educational and training opportunities at its workshops and conferences.

Highsmith Student Union

Highsmith Student Union is the center of UNC Asheville campus life. Highsmith Student 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. Highsmith Student Union houses the game room, food court, bookstore, computer lounge, bike shop, OneCard office, Intercultural Center, Career Center, Key Center for Civic Engagement and Service Learning, art gallery, Student Mail Center, FreeStore, and the Copy Center.

Campus Programming

There is always something to do on the UNC Asheville campus. Campus programs are coordinated by a number of departments within the division of Student Affairs, including Student Activities, Involvement and Leadership (SAIL), Campus Recreation, Residential Education, Health and Counseling Services, Multicultural Student Programs, Student Leadership, and Greek Life. Representatives from these areas come together to form the Student Activities Programming Board. In addition to sponsoring Underdog Productions, SAIL sponsors a number of events of its own, including open mics, trivia nights, and movies. For information about upcoming events, students can check the online ourSPACE calendar, or pick up a printed calendar of upcoming events at the beginning of each semester at the Highsmith Student Union information desk.

CAMPUS RECREATION

Campus Recreation at UNC Asheville offers consistent and diverse recreational pursuits for students, faculty, and staff of the university throughout the academic year. Programs include outdoor recreation, intramural sports, group exercise, sport clubs, and informal recreation. The Campus Recreation Department manages programs in a number of facilities including the Sherrill Center fitness room, the disc golf course, the Diamond Brand low ropes course, and the Student Recreation Center which has three racquetball courts, an indoor pool, group exercise rooms, indoor and outdoor tracks, three activity courts, and all-purpose field. Participation in programs and the use of facilities is available to UNC Asheville students, faculty, staff, and recreation pass members with a valid One Card. Complete information about all Campus Recreation programs is available at <http://recreation.unca.edu/>.

INTERCULTURAL CENTER AND MULTICULTURAL STUDENT PROGRAMS

The Intercultural Center, located in Highsmith Student Union, houses Multicultural Student Programs (MSP) and the Center for Diversity Education. The Intercultural Center is multipurpose and a resource to be utilized by the entire UNC Asheville student body and faculty, regardless of race, nationality, religion, gender, sexual orientation, or ability.

Multicultural Student Programs is responsible for delivering programs and services to underrepresented populations and educating the campus on issues of diversity and multiculturalism. Major MSP events include programming for the cultural/heritage months (Black History, Women's History, Asian Pacific American Heritage, Hispanic Heritage, and American Indian/Alaskan Native Heritage months); Donning of the Stoles; Multicultural and International Student Welcome Dinners; and Black Alumni Reunion to name a few. MSP collaborates with other campus constituents, including the Connections Peer Mentoring Program, to facilitate a successful transition into college for students from underrepresented populations and to increase retention of members of these populations. The office provides support for several multicultural organizations including Alliance, Asian Students in Asheville (ASIA), Black

Student Association (BSA), Hillel, Herman@s Orgullosos en Las Americas (HOLA), and International Student Association (ISA).

HEALTH AND COUNSELING SERVICES

UNC Asheville recognizes that physical, psychological and social well-being are deeply interconnected, especially in relation to our students' ability to learn and serve. The university offers an integrated care model which combines counseling, medical care, and health and wellness promotion to meet and address the needs of our student population. Strong administrative support for an active and innovative model 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 the Health and Counseling Center extends beyond physical and mental illness-related care to the areas of wellness and health promotion.

The Health and Counseling Center is located adjacent to the UNC Asheville campus at 118 W.T. Weaver Boulevard and offers services to address a wide range of emotional and medical concerns facing the college population. Most services are free to enrolled students. The Health and Counseling Center is open Monday through Friday. After hours care is available through MAHEC Family Practice or local emergency rooms. Referrals to specialty care in the community can be arranged by the Health and Counseling staff. Additional information about health and counseling services is available at <http://healthandcounseling.unca.edu/>.

Immunizations

The North Carolina General Statute, Chapter 130A, Article 6, Part 2 establishes specific immunization requirements for all students enrolled in NC colleges or universities. Immunization records may be obtained from high schools, physicians, health departments, military records or previously attended colleges. It is the student's responsibility to assure compliance with required immunizations prior to registration. Health Services provides required immunizations for students who are entering a North Carolina university for the first time. Health Services monitors the immunization records of all students, ensuring compliance with state law, which allows students a 30-day grace period for compliance. Failure to submit the required immunization information during this time period will result in the cancellation of the student's schedule.

UNIVERSITY POLICE AND PUBLIC SAFETY

The University Police, located in Vance Hall, are here to protect life and property, provide crime prevention services, manage the university's parking services, and be of general assistance to the university community (including 24-hour escorts, key extraction and jump-starts). The Public Safety department consists of university police, security, communications, emergency management, parking, and transportation 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 meet or exceed 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 <http://publicsafety.unca.edu/>.

RESIDENTIAL EDUCATION, HOUSING AND STUDENT LIFE OPERATIONS, AND DINING SERVICES

Residence Halls

Residential Education and Housing and Student Life Operations are committed to providing a safe, clean, well-maintained living and learning environment for all residents. The residence halls present a wide variety of living options including single, double and suite-style arrangements.

Community Directors (CDs) are full-time professional Residential Education staff members who live in each residence hall area. Resident Assistants (RAs) are the student-staff members who live on the halls and floors of each building. Residential Education staff offer programs and activities based on the University student learning outcomes and the University Strategic Plan that complement and enrich each student's campus experience. Staff members plan and coordinate educational and social programs, as well as outreach and support, including a wide variety of activities, such as lectures, movies, discussion groups and intramural teams.

Each of the five residence hall areas is a short walk from classroom buildings, the library, dining hall, and recreation facilities. Rooms are furnished with beds, desks, chairs, chests of drawers, Microfridges®, blinds, and closet space. Basic cable service, high-speed Internet access via wired and wireless connections, and laundry use are included in the housing package at no additional cost. All areas offer computer labs, collaboratories, kitchens, laundry facilities and lounges for students to study or relax.

Governors Village has 100 newly renovated semi-suite rooms. Overlook Hall, the newest residence hall, opened in Fall 2012. It offers a mixture of single and double rooms in four- and six-person suites and includes a multipurpose room, and study and programming spaces as well as the Down Under (dining locale) and roof-top lounge. Student input was used to assist in the design of Overlook Hall and the renovation of Governors Village.

Students who live in UNC Asheville residence halls sign a Housing and Dining Contract which is part of their housing application. 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. Students who reside in a year round housing space will have a different contract term. The Housing and Dining Contract includes a meal plan that is required for all residential students. By signing this contract, each resident agrees to observe all rules and regulations of the university and Residential Education and Housing and Student Life Operations as outlined in both the Residents' Handbook and the Student Handbook.

The Residents' Handbook, provided to new resident students and available online, contains regulations and guidelines pertaining to check-in and check-out, room assignments and changes, animals, personal safety, mail delivery, key replacement, parking, maintenance, overnight guests, visitation and many other topics which will assist in guiding the student in their on-campus living experience.

In order to live in residential housing, a student must have full-time enrollment status (12 or more credit hours) each semester. With special permission, students in their senior year are permitted to be enrolled in 9-11 hours and remain in the residence halls. A senior student enrolled in 9-11 hours who wishes to remain in housing will need to complete a special request form with the Housing office. Graduating seniors who have special circumstances resulting in enrollment below 9 hours may meet with the Dean of Students to seek approval to remain in university housing. Other exceptions to this policy are for extenuating circumstances and are subject to review and approval by the Dean of Students.

Students seeking an exception must meet with the Dean of Students, who will outline the risks and consequences of the credit-hour reduction and determine if the request will be approved. If the waiver is approved, the Dean of Students will require the student to complete a 9-to-11 Hour Agreement. If the Dean of Students denies the request, the student can choose to maintain their enrollment of 12 or more hours or they can adjust their schedule and vacate their residential space. Students who are required to vacate their residence hall may be subject to the full cost of the room rate for the remainder of the semester (or full academic year, depending upon time of year) and the \$750 cancellation fee. Additional information on Residential Education and Housing and Student Life Operations is available at <http://housing.unca.edu/>.

Off-Campus Housing

All first year students are required to live on campus. 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. Some off-campus living options can be found at <http://housing.unca.edu/campus-housing-resources>.

UNIVERSITY 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, vegetarian, vegan, and items for special dietary needs. Resident students are required to purchase a meal plan. There are also separate meal plans available for off-campus students, faculty and staff. Each meal plan includes a declining balance component that allows students to make deposits into a fund that may be accessed for the Dining Hall, Cafe Ramsey in the library, Highsmith Student Union Food Court, Pizza Hut (on campus delivery), the Wellness Cafe in the Sherrill Center, and the Down Under in Overlook Hall. Additional information on University Dining Services is available at <http://www.dineoncampus.com/unca/>.

ATHLETICS DEPARTMENT

Champions in Athletics, Leaders for Life

UNC Asheville Athletics exists to provide our University with an exemplary NCAA Division I Athletics Program that champions the University's Mission and Strategic Plan, which creates an environment where student-athletes can pursue their academic, athletic and lifelong goals, and that connects our internal and external constituents and communities.

Core Values

UNC Asheville student athletes are positioned to lead in life and wins by:

- Demonstrating Integrity – Bulldogs do what is right;
- Being Servant Leaders – Bulldogs care about and help others achieve their dreams;
- Being Creative and Working Hard – Bulldogs succeed with less; and
- Fostering a Culture of Respect – Bulldogs honor, uphold, and promote sportsmanship, citizenship, equity, and inclusiveness.

History

UNC Asheville's intercollegiate athletics has participated in NCAA Division I competition since 1986 and has built a wonderful tradition. The school is a member of the Big South Conference and offers 15 sports. For men, the sports include baseball, basketball, cross country, indoor and outdoor track, soccer and tennis. Basketball, cross country, indoor and outdoor track, soccer, swimming, tennis and volleyball are offered for women.

UNC Asheville student athletes consistently perform well in the classroom. In 2013-2014, 83 student athletes earned Dean's List or Chancellor's List honors. The men's and women's soccer and tennis teams, and women's cross country and swimming teams have earned national recognition for their work in the classroom.

Highlights for 2013-2014 include men's basketball finishing 2nd and women's cross-country finishing 3rd in the Big South Conference; UNC Asheville volleyball setting the NCAA Division I record for digs by an individual; and both men's soccer and baseball earning wins over teams ranked in the top 10 nationally.

Our men's basketball team won back-to-back Big South Conference championships in 2011 and 2012. The Bulldogs won the 2012 title in the new Kimmel Arena in front of a sell-out crowd and nationally televised audience on ESPN. In 2011, UNC Asheville won its second NCAA Tournament game in the "First Four" and advanced to the second round of the tournament. The men's basketball team also became the first Big South Conference team to ever be selected to the post-season National Invitational Tournament in 2008 after winning the league's regular-season title. The men's baseball team won the 2006 Big South Conference championship and advanced to its first ever NCAA Regional competition.

The women's cross-country team finished 3rd in the Big South Conference in 2013. The women's basketball team advanced to the NCAA Tournament in 2007 after winning the Big South Conference championship. They were named the most improved team in the country in 2004, and in 1984, the women's basketball team made history by winning the NAIA National Championship. Our volleyball team captured its fifth Big South Conference regular-season championship in the fall of 2009, and the women's soccer team won the Big South title in the fall of 2006, making it to the NCAA Tournament for the first time ever. Women's swimming returned to UNC Asheville in 2011 as a varsity sport, and the team competes in the Coastal Collegiate Swimming Association.

Facilities

The UNC Asheville Athletics Department utilizes various on-campus and community facilities for its 15 NCAA Division I programs:

- Kimmel Arena seats 3,200 and is the home for both Men's and Women's Bulldog Basketball
- The Sherrill Center, which houses the Kimmel Arena, has classrooms, labs, fitness rooms, a wellness café, and a demonstration kitchen
- The Justice Center includes administrative offices, a 1,100-seat volleyball arena, locker rooms, sports medicine room, Olympic weight room, and an indoor swimming pool
- The Student Recreation Center located adjacent to the Justice Center has an elevated track and multi-purpose courts
- Outdoor athletic facilities on campus include Greenwood Fields for soccer and baseball and the Karl Straus Track
- The Asheville Racquet Club, located minutes from campus, is the home for Men's and Women's Tennis and includes both indoor and outdoor courts
- McCormick and Memorial Field located in downtown Asheville hosts several baseball and soccer competitions

Students have free admission to all home, regular season athletics events. More information about UNC Asheville athletics, including home competition dates, is available at www.uncbulldogs.com.

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 staff member in Student Health and Counseling Services, or the Affirmative Action officer in Human Resources.

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 illegal use of and trafficking in drugs can jeopardize the welfare of members of this academic community. The

policy is designed to insure that members of the University community make informed decisions regarding illegal drugs and to ensure the University is in compliance with the Drug Free Schools Act.

II. Scope

The policy applies to all University students, faculty, staff, administrators and visitors, and to events at all University buildings and grounds.

III. Education, Prevention, Counseling and Rehabilitation

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 and staff). The University 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 maximum achievement of personal and educational goals.
- c. encourages members of the campus community to make use of available campus and community counseling, 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 and federal laws relating to the illegal use, possession, delivery, sale, manufacture or creation of controlled substances.

The University 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.

IV. Enforcement and Penalties

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 catalogues and other relevant materials prepared for all enrolled and prospective students and in relevant materials distributed to faculty members, administrators and other employees. Education, prevention, counseling and rehabilitation opportunities are available; however the University has the responsibility to uphold federal and state law.

Students, faculty, staff, 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 of 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. For UNC Asheville Students, it is also a violation of the Illegal Drug Policy to engage in the illegal or abusive use or possession of any other chemical substance, compound or combination. The term "illegal use or possession" means use or possession that is unlawful under either federal or state laws. The term "abusive use" means use of a chemical substance primarily for the recreational purpose of altering one's mood, emotion, or state of consciousness as opposed to use that has been prescribed for treatment of the user by a licensed health care attendant or that is specified by the manufacturer's labeling.

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.

Penalties shall be imposed by the University in accordance with procedural safeguards applicable to disciplinary actions against students, faculty members, administrators, and other employees, as required by the Student Code of Community Standards of the University of North Carolina Asheville, The Code of the University of North Carolina Board of Governors, Chapter VI, Academic Freedom and Tenure Section 603, Due Process before Discharge or the Imposition of Serious Sanctions appropriate sections of the current University of North Carolina at Asheville Faculty Handbook and the University of North Carolina Personnel Policies for Designated Employees Exempt From the State Personnel Act, The University of North Carolina Asheville policies, and by regulations of the State Personnel Commission.

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 are the minimum recommended penalties 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, of 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, LSD, Ecstasy, Cocaine and Psilocybin (Mushrooms), Oxycodone/Oxycontin, Ritalin, Codeine and Opium), the minimum recommended penalty for any student shall be expulsion and any faculty member, staff member or other employee shall be discharge from employment.
2. For a first offense involving the illegal manufacture, sale or delivery, or possession with intent to manufacture, sell or deliver, of any controlled substance identified in III through VI, N. C. General Statutes 90-91 through 90-94, (including, but not limited to Vicodin and marijuana) the minimum recommended penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent. For a second offense, a student may 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 in Schedule I, N. C. General Statutes 90-89, or Schedule II, N. C. General Statutes 90-90, the minimum recommended penalty for students shall be suspension from enrollment for a period of at least one semester and for employees the minimum recommended penalty shall be suspension from employment as allowed by governing personnel regulations.

For a first offense involving the illegal possession of any controlled substance 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.

2. 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, staff members or other employees.

V. 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 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.

VI. Implementation and Reporting

The provisions of this policy are consistent with the requirements set forth in Section II of UNC Policy 1300.1.

A campus drug education coordinator, under the authority of the Chancellor is responsible for overseeing all actions and programs relating to this campus policy. Said coordinator shall chair a committee which assists with coordination of programming efforts and campus intervention and education strategies as related to substance abuse/misuse issues.

The University of North Carolina at Asheville conducts a biennial review of the effectiveness of its educational programs regarding illegal drugs and the consistency of sanction enforcement. Results of the reviews are kept on file.

ACADEMIC POLICIES AND PROCEDURES

STUDENT RESPONSIBILITIES

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 required grade-point averages, and for meeting all other degree requirements. Advisors will advise and counsel, but *the final responsibility remains that of the student*. Final responsibility for scheduling and enrolling in courses required for the degree lies with the student.

If a student with a documented disability needs accommodations, that request should be submitted in writing to the Disability Services Office six 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 deportment. They are responsible for maintaining communication with the university by keeping a current address, including ZIP code and telephone number on file with the Office of the Registrar at all times.

Every student 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, cheating, or use of unauthorized materials or assistance is academic dishonesty. A person who knowingly assists another in academic dishonesty is likewise guilty of dishonesty. According to the instructor's view of the gravity of the offense and the instructor's syllabus policy, 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. The faculty member may also require that the student complete additional sanctions, such as the completion of an online course on plagiarism or resubmission of the original assignment.

In all situations where a student has been disciplined for academic dishonesty, the instructor must submit a brief statement of the case to the Assistant Provost for Academic Administration with a copy to the student. The Assistant Provost maintains records of academic dishonesty incidents and notifies the instructor when a student is found to have multiple offenses. Depending upon the severity and/or repetition of the offense, the Assistant Provost and/or instructor may recommend that the Provost impose an additional penalty, such as cancellation of graduation with honors, cancellation of scholarships, or dismissal from the university. If the Provost decides that additional penalties are warranted, the student will be notified in writing.

If a student feels that he or she has been unjustly accused of academic dishonesty, the student has ten (10) class days from the date of the instructor's written notification to the student to respond in writing. This response is to be sent to both the instructor and the Assistant Provost for Academic Administration. The instructor should then meet with the student to discuss the charges within five (5) class days. If needed, the student may then contact the Assistant Provost for assistance in identifying options for possible resolution. If needed, the Faculty Conciliator will be contacted to mediate and/or convene the Academic Appeals Board.

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.

Student Complaints and Grievances

The University of North Carolina at Asheville has established accessible policies and procedures for the filing and review of student complaints and grievances. These policies and procedures are defined in the Student Handbook, the University Catalog and on Student Affairs and Academic Affairs Web pages. Hard copies of the Student Handbook are available at the Highsmith Student Union information desk. Hard copies of the University Catalog are available at both the OneStop Student Services and Admissions offices.

Where a student should go to file a complaint depends upon whether the complaint concerns academic or non-academic matters. In practice, student concerns, complaints or grievances are directed to one of two student ombudsmen. The Assistant Provost for Academic Administration is generally the first point of contact for academic student complaints and the Dean of Students is generally the first point of contact for non-academic student complaints. However, regardless of the initial contact, the two student ombudsmen work closely together and direct students to the appropriate complaint procedure and involve any other appropriate departments. Students may also institute complaints to the personnel involved in the procedure or action that yielded the complaint. For example, instructional matters are typically handled first by the class instructor, and then progressively by the department chair, the Dean and the Provost if needed. Each office that receives student complaints will maintain a record of those complaints and their resolutions.

Contact information for the Assistant Provost for Academic Administration and for the Dean of Students, and additional information relevant to academic honesty and classroom behavior may be found in the Student Complaints, Grievances and Academic Misconduct addendum at the end of this catalog.

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 each student's responsibility to notify the OneStop Student Services Office of any change to their schedule.

Students who miss class to travel on university-sanctioned business are given excused absences for the class time missed. Students are allowed up to two excused absences per semester for religious observance. Excused absences of these kinds will have no punitive impact on their grades. It is each student's responsibility to inform the instructor of their plans at least seven days prior to the sanctioned absence, and to make up all work missed within a specified time period, as agreed to by instructor and student. Absences, excused or unexcused, may affect student learning.

STUDENT RECORDS AND ACADEMIC INFORMATION

Transcripts and Release of Student Records

Currently enrolled students may request an official transcript through their UNC Asheville OnePort account. Former students and alumni may request an official transcript via the National Student Clearinghouse or in person at the Office of the Registrar. There is no charge for transcripts unless they are requested through the National Student Clearinghouse, which charges a small service fee for processing. Transcripts are issued within one week of the receipt of the official request, except during the beginning and ending weeks of each semester, when more processing time is required. Additional information on ordering a transcript is available on the Office of the Registrar website, <http://registrar.unca.edu/transcripts>. All financial obligations to the university must be fulfilled before transcripts will be released. Transcripts received from other schools are the property of the university and are not copied or released at any time.

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). 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 Office of the Registrar. A student's UNC Asheville academic transcript is permanently maintained. Other documents are retained pursuant to administrative policies.

Directory information is information not generally considered harmful or an invasion of privacy if disclosed. Unless a student requests in writing to the contrary, federal law permits the University to release directory information to the public without the student's consent. The following is considered to be directory information at UNC Asheville.

- Name
- Mailing and permanent address
- Major field of study
- Class (junior, senior, etc.)
- Enrollment status (full-time, part-time, etc.)
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Dates of attendance at UNC Asheville
- Degrees and awards received (including Dean's List and Chancellor's List as well as scholarships)

If information is not considered directory information, it cannot be released without the student's written consent except in those circumstances listed below. Students who do not wish their directory information released outside the University or published in the campus directory must provide written notice to the Office of the Registrar by filing a Directory Restriction form. If a student has a directory restriction placed on their record, it restricts all information from being released including Dean's List, Chancellor's List and graduation publications. A directory restriction remains in effect until the student requests, in writing, that it be removed.

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

- to UNC Asheville officials, including faculty, who require such records in the proper performance of their duties
- in connection with the student's application for or receipt of financial aid or Veterans Administration benefits
- to organizations conducting studies for educational and governmental agencies (in which case individual students are neither identified nor identifiable)
- to U.S. government agencies as listed in Public Law 93-380
- to parents of a dependent student as defined in the Internal Revenue Code of 1954;
- to accrediting agencies
- to comply with a judicial order or lawfully issued subpoena
- to 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
- to other University of North Carolina system institutions if the student applies or is accepted for transfer to those institutions.

Non-directory information cannot be released to parents or guardians at any time without the authorization of the student. Students can authorize release of non-directory information online through their UNC Asheville OnePort account. The access for an authorized individual, referred to as a proxy, can include grades, unofficial academic transcript, schedule of classes, financial aid and accounts payable information. For specific information on how to do grant proxy access, students should refer to the FERPA Release/Proxy Access information of the Office of the Registrar website, <http://registrar.unca.edu/proxy-access-online-ferpa-release>.

FERPA Annual Notice to Reflect Possible Federal and State Data Collection and Use

As of January 3, 2012, the U.S. Department of Education's FERPA regulations expand the circumstances under which students' education records and personally identifiable information (PII) contained in such records — including Social Security Number, grades, or other private information — may be accessed without student consent. First, the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities ("Federal and State Authorities") may allow access to records and PII, without consent, to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is "principally engaged in the provision of education," such as early childhood education and job training, as well as any program that is administered by an education agency or institution. Second, Federal and State Authorities may allow access to education records and PII, without consent, to researchers performing certain types of studies, in certain cases even when the university objects to or does not request such research. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive students' PII, but the Authorities need not maintain direct control over such entities. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share, without consent, PII from educational records, and they may track students' participation in education and other programs by linking such PII to other personal information that they obtain from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

Acceptance of Transfer Credit

The university will accept for transfer credit those courses completed with a grade of C (2.0) or better taken at regionally accredited undergraduate institutions and determined to be compatible with the university's programs. Courses submitted for transfer are evaluated by the Office of the Registrar. In cases of doubt, equivalency may be determined by the chairs of the 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 the Liberal Arts Core and major requirements are judged individually. They should be generally equivalent in information and methodology to courses in the university's Liberal Arts Core 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 Liberal Arts Core requirements or required for the major or minor.

Permission to Take a Course as a Visitor at Another Institution

Students who wish to take courses at another regionally accredited institution must receive written permission from UNC Asheville's Office of the Registrar prior to enrolling at the other school. The Office of the Registrar gives approval for courses that will be used as electives or used to satisfy Liberal Arts Core requirements. If a course is to be used to satisfy a major requirement, written approval from the department chair of the student's major must be presented to the Office of the Registrar before the request will be considered. Only students whose cumulative GPA is a 2.0 or above may receive permission to visit another school.

Students must earn 60 semester hours from 4-year institutions in order to graduate. Those who have 60 or more hours of transferred credit from 2-year schools (or if the courses requested will cause the student to exceed 60 semester hours) may not take additional courses at another two year institution without special permission from the Office of the Registrar.

Students must complete their final 30 semester hours in residence at UNC Asheville. Those who wish to attend another institution after reaching senior standing (or if the courses requested will cause the student to exceed 90 semester hours) may take courses at another institution if they have an additional 30 hours of requirements to complete upon returning to UNC Asheville.

Forms detailing additional regulations and the procedures for requesting permission to visit another institution are available in the Office of the Registrar, and must be filed prior to the student attending another institution.

CLEP or PEP Credit

UNC Asheville awards a maximum combined total of 30 semester hours of credit for examinations of the College Level Examination Program (CLEP) and Proficiency Examination Program (PEP). Passage of CLEP exams is defined as scoring at the 50th percentile or above, which requires a score of 500 or better. Three semester hours of credit is awarded for each exam with the required score. Additional information is available on the Office of the Registrar website, <http://registrar.unca.edu/>.

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 Office of the Registrar maintains the following schedule of credit and waivers. Advanced Placement credit accepted at other post-secondary institutions is not automatically transferred to UNCA, but is reviewed in accordance with this schedule.

| AP Test | Grade | Credit Hours | Course Waiver(s) |
|--------------------------|---------|--------------|------------------|
| Art | | | |
| Art History | 5 | 4 | ARTH 201 or 202 |
| Studio Art, Drawing | 5 | 4 | ART 144 |
| Biology | 4, 5 | 4 | BIOL 123 and 124 |
| Chemistry | 4, 5 | 4 | CHEM 111 and 132 |
| Computer Science | | | |
| A | 3, 4, 5 | 3 | CSCI 181 |
| AB | 3 | 3 | CSCI 181 |
| | 4, 5 | 6 | CSCI 181, 202 |
| Economics | | | |
| Macro | 3, 4, 5 | 3 | ECON 101 |
| Micro | 3, 4, 5 | 3 | ECON 102 |
| English | | | |
| Language & Composition | 4, 5 | 4 | LANG 120 (A) |
| Literature & Composition | 4, 5 | 4 | LANG 120 (A) |
| Environmental Science | 3, 4, 5 | 3 | ENVR 130 |
| Foreign Language | | | |
| French | | | |
| Language | 3, 4, 5 | 4 | FREN 230 (B) |
| Literature | 3, 4, 5 | 4 | FREN 230 (B) |
| German | 3 | 3 | GERM 210 |
| | 4, 5 | 6 | GERM 210, 220 |

| | | | |
|----------------------------------|---------|---|---------------------------|
| Latin | | | |
| Literature | 3 | 4 | CLAS 102 |
| | 4, 5 | 3 | CLAS 212 |
| Virgil | 3 | 4 | CLAS 102 |
| | 4, 5 | 3 | CLAS 212 |
| Spanish | | | |
| Language | 3 | 3 | SPAN 210 |
| | 4, 5 | 6 | SPAN 210, 220 (B) |
| Literature | 3 | 3 | SPAN 210 |
| | 4, 5 | 6 | SPAN 210, 220 (B) |
| Government and Politics | | | |
| Comparative | 3, 4, 5 | 3 | Individually evaluated |
| United States | 3, 4, 5 | 3 | Individually evaluated |
| History | | | |
| European | 3, 4, 5 | 3 | HIST 152 (C) |
| United States | 4, 5 | 3 | HIST 101 |
| World | 3, 4, 5 | 3 | HIST 152 (C) |
| 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 100 |

Notes:

- A. To receive credit for LANG 120, students must satisfy at least one of the following criteria:
 - Students with a score of 5 on one or both of the exams will receive 4 hours of credit for LANG 120.
 - Students with a score of 4 on both the Language & Composition test and the Literature & Composition exam will receive 4 hours of credit for LANG 120.
 - Students with a score of 4 on only one of the exams will receive 4 hours of credit for LANG 120 if they also have a score of 690 or higher on the SAT I Writing exam or a score of 32 or higher on the ACT Writing exam.
- B. Students who score 5 on either test should contact the department chair for placement.
- C. 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 Office of 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, 124 |
| Chemistry | 5 | 3 | CHEM 132 |
| | 6, 7 | 4 | CHEM 236 |
| Computing Studies | 5, 6, 7 | 6 | CSCI 181, 202 |
| Economics | 5, 6, 7 | 3 | ECON 101 |
| English | 6, 7 | 4 | LANG 120 |
| French A/B | 4 | 4 | FREN 110 |
| | 5, 6, 7 | 4 | FREN 120 |
| Geography | 5, 6, 7 | 3 | EDUC 130 |
| German | 4 | 4 | GERM 110 |
| | 5, 6, 7 | 4 | GERM 120 |
| History Americas | 5, 6, 7 | 3 | HIST 102 |
| History Europe | 5, 6, 7 | 3 | HIST 152 |
| Latin | 4, 5 | 4 | CLAS 101 |
| | 6, 7 | 8 | CLAS 101, 102 |
| Math | 5, 6, 7 | 4 | MATH 191 |
| Music | 5, 6, 7 | 3 | Individually evaluated |
| Philosophy | 5, 6, 7 | 4 | PHIL 100 |
| Physics | 5 | 6 | PHYS 131, 231 |
| | 6, 7 | 6 | PHYS 221, 222 |
| Psychology | 4, 5, 6, 7 | 3 | PSYC 100 |
| Social Anthropology | 5, 6, 7 | 4 | ANTH 100 |
| Spanish A/B | 4 | 4 | SPAN 110 |
| | 5, 6, 7 | 4 | SPAN 120 |

British A Level Exams

The awarding of transfer credit for coursework or exams from overseas universities and schools, such as British A Level 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 eligible students register using web registration. The web registration program may be accessed through the UNC Asheville home page. A listing of each semester's course schedule may be accessed on the Office of the Registrar's website.

Currently enrolled students register for spring semester classes in 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, but will be assessed a late registration fee. New students register during orientation sessions or at the beginning of the semester or summer terms. 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 Bursar's 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 whose schedules have been cancelled for nonpayment are not eligible to attend classes until they have officially re-registered.

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

Dropping, Adding, and Withdrawing from a Course

It is the student's responsibility to make any schedule adjustments and process all forms and paperwork necessary for schedule changes in the OneStop Student Services Office in University Hall by the appropriate deadlines. It is also the responsibility of students to review their schedule of classes in OnePort to verify that they are registered for the correct classes.

Schedule Adjustment Week—Students may drop or add full-semester courses during the first five days of the semester. After the 5th day of classes, students may adjust their schedules by late adding or withdrawing from classes.

Late Add—With the approval of the instructor and department chair, students may add a full-semester course during the 6th through the 10th days of the semester. A Late Add form, containing the signatures of the instructor and department chair must be received in the OneStop Student Services Office by 5 p.m. on the 10th day of the semester. Students who add classes after the start of the semester are responsible for missed material and assignments. At the discretion of the instructor, missed classes may be counted as absences and may be subject to the instructor's attendance policy.

Withdraw—After the Schedule Adjustment Week, a student may withdraw from a full-semester course through the end of the 6th week of class, and a Term I or Term II course through the end of the 12th day of classes. A student who withdraws in this way will receive a grade of W for the course. Withdrawal (W) hours count as Attempted Hours and are used in the calculations for tuition surcharge and academic standing.

Students are limited to **three (3)** course withdrawals while enrolled at UNC Asheville. Exceptions may be granted for students who withdraw from all courses due to extenuating or emergency circumstances. See the section on Withdrawal (Exit) from the University.

A student who wants to withdraw from a course must meet with his or her advisor. The official withdrawal date is the date on which the student submits the Withdrawal Form,

signed by the student, his/her advisor, and the instructor of the course to the OneStop Student Services Office.

Requests for withdrawal after the deadline will be considered only for documentable emergencies beyond the student's control. Students requesting a withdrawal after the deadline must complete a petition for Late Withdrawal and submit the completed form and appropriate supporting documentation prior to the final two weeks of the semester. In order for a petition for a late withdrawal to be considered, students are required to demonstrate they are participating in the class and receiving a passing grade. Final approval rests with the Enrollment Services Committee and/or its designee. If a student's situation is unusually severe, or an emergency, the committee may consider petitions that are retroactive for a previous 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 (Exiting).

Withdrawal from the University (Exiting)

A student who finds it necessary to withdraw from all courses (exit the university) before the end of a term must contact the OneStop Student Services Office.

When a student exits after the Schedule Adjustment Week, but before the published deadline to withdraw, a grade of W will be assigned for each course. The official date of withdrawal, used for determining grades and tuition refunds, is the day on which the student submits the completed forms to withdraw to the OneStop Student Services Office. 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 experience emergency circumstances requiring withdrawal from all classes after the 6th week of the semester must complete a Late Withdrawal petition and provide appropriate documentation to support their request. Emergency circumstances are situations beyond the student's control that prevent the student from attending class and/or completing the required coursework. In order for a petition for late withdrawals to be considered, students are required to demonstrate they were participating in the classes and receiving passing grades prior to the emergency.

Students who withdraw from all classes in a semester must meet with a OneStop advisor or the Assistant Provost for Academic Administration prior to registering for additional courses.

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. An application fee of \$60 will be required only in those cases where the student has enrolled elsewhere since being enrolled at UNC Asheville (see Admissions for specific information on readmittance). Returning students must comply with immunization requirements.

Students who are out of school for a full academic year must complete the Liberal Arts Core requirements, and major requirements, if they had earlier declared a major, listed in the current catalog when they return. Exceptions to the Liberal Arts Core requirements may be made by the Dean of University Programs; exceptions to the major requirements may be made by the chair of the major department with the approval of the appropriate Vice Chancellor or Dean. Forms to request either exception are available in the OneStop Student Services Office.

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 staff of Advising and Learning Support. 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 staff of Advising and Learning Support 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 earned credit: freshman, 0-29 semester hours; sophomore, 30-59; junior, 60-89; senior, 90 or more.

Academic Load

In order to graduate in four years, degree-seeking students should register for at least 15 hours each semester. A student must be enrolled in a minimum of 12 semester hours to be considered full-time. Enrollment in more than 18 semester hours requires the approval of the student's advisor. The maximum credit-hour load for summer terms depends on the length of the term, but normally does not exceed 10 hours, with a maximum of 7 hours per term. To be considered full-time in summer, students must register for at least 6 hours.

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 | 4.00 quality points | C | 2.00 quality points |
| A- | 3.67 quality points | C- | 1.67 quality points |
| B+ | 3.33 quality points | D+ | 1.33 quality points |
| B | 3.00 quality points | D | 1.00 quality point |
| B- | 2.67 quality points | F | Zero quality points |
| C+ | 2.33 quality points | U | Unsatisfactory (zero quality points) |

| | | | |
|-----|-------------------|----|-------------|
| S | Satisfactory | I | Incomplete |
| X/Y | Audit (no credit) | IP | In-Progress |
| W | Withdrawal | NC | No Credit |

S, X/Y, W, I, IP and NC grades carry no quality points and are not included in the calculation of the grade-point average. Those courses for which the faculty has approved awarding an In-Progress (IP) or Satisfactory/Unsatisfactory (S/U) grade 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 Vice Chancellor for Academic Affairs. 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 (zero quality points).

Incomplete Grades

Incomplete grades may be assigned when all of the following conditions are met:

- There are documentable, extenuating circumstances beyond the student’s control causing him or her to miss the final examination or other limited amount of work at the end of a term.
- The student was actively attending and succeeding in the course prior to the extenuating circumstances at the end of the term.
- No additional class time is required in the following term to make up coursework. Students receiving an Incomplete grade *are not permitted* to attend additional class sessions.

Procedures for Incomplete Grades

- Instructors who assign a grade of Incomplete (I) must complete a separate, online form that gathers information about the student’s remaining assignments. Information and access to the online Incomplete Request Form will be sent to instructors at the end of each term.
- The instructor will enter the Incomplete (I) grade, as well as a default grade, in OnePort when recording final grades for the term. The universitywide due date for Incomplete (I) grades is four weeks prior to the end of the following Fall or Spring semester. An instructor who wishes to require the student to complete the outstanding work for a course prior to the university due date may record an earlier, alternate due date when submitting the grade.
- Instructors must submit a Grade Change Form to the Office of the Registrar prior to the recorded due date if the final grade differs from the default grade.
- The default grade will automatically be assigned to the course on the due date unless the instructor has submitted a Grade Change Form to the Office of the Registrar before that date. Requests to change a grade that has defaulted must be submitted via a Grade Change Form and must have the department chair’s signature. If the instructor is the department chair, the appropriate Dean must also sign the form.
- Requests for extensions of the default deadline will not be routinely approved. In the event of extenuating circumstances, the instructor and student may petition the Assistant Provost for Academic Administration for consideration.
- Students cannot graduate with an outstanding Incomplete (I) grade on their record.

In-Progress Grades

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. Course descriptions indicate if an IP grade may be given for a course. If an IP grade is necessary, the instructor must submit a completed Request for In-Progress (IP) Grade form to the Office of the Registrar before the end of the last class day of the term.

Once the IP grade is assigned, the student and instructor must maintain periodic contact to ensure progress is being made toward completion of the outstanding work. Every effort should be made by the student to complete In-Progress work within one year of the date the IP grade is originally assigned. If the student is unable to complete the work within one year, he or she must submit a written request for an extension to the instructor. If approved, the instructor will forward the request to the Office of the Registrar. If the request for an extension is not approved by the instructor, or if the student does not request an extension, the instructor must submit a Grade Change Form to the Office of the Registrar assigning a grade for the course.

All work for an IP must be completed within three years. Following completion of the course, the instructor must submit a Grade Change form to the Office of the Registrar indicating the final grade. After three years, any outstanding IP grades will have the default grade specified on the original request recorded. Students cannot graduate with an outstanding In-Progress (IP) grade on their record.

Non-Graded Enrollment in Courses (Auditing)

Students electing to participate in non-graded (audit) 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 OneStop Student Services Office.

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. If the department chair is making the change, the appropriate Dean must sign. 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.

Repeating Courses and Replacing Grades

During their time of enrollment at UNC Asheville, students may repeat a course in which they earned a grade that is less than C (C-, D+, D, F or U). The grades from all course attempts will be used in the calculation of the student's grade point average, and the total attempted hours will increase with each repeat. However, students will earn hours for only one of the successful attempts.

Students have the option to replace the grades in courses for a maximum of 8 hours, and use the new grades in the calculation of the grade-point average. The grades for the initial attempts will remain on the student's permanent record and appear on the student's transcript, but will not calculate into the grade-point average. The credit hours from all attempts will count in the student's attempted hours.

Repeating courses may negatively affect the student's ability to satisfy the Financial Aid and Good Academic Standing Completion Ratio standards. Students wishing to repeat a course and/or replace the grade must submit the appropriate form in OneStop Academic Services.

Competency Requirements 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/Technology Competency. Academic programs may choose to require successful demonstration of computer/technology competency for their degree candidates. If required 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. Please consult the listed requirements for each major for additional information.

Proficiency Examination. Currently enrolled students may fulfill the requirement for many courses, including Liberal Arts Core 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 Office of 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 that must be paid to the Bursar prior to the administration of the exam.

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 4.00 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 3.50 for the semester.

ACADEMIC STANDING

All students are expected to earn and maintain a grade-point average (GPA) of at least 2.0 each semester and to successfully complete (earn) at least 67% of their attempted hours each semester. Successful completion of a course means that a student must earn credit or have credit pending for the course with a grade other than F, U, or W.

Good Academic Standing

Students with a semester and cumulative GPA of 2.0 or higher and who successfully complete at least 67% of their attempted hours each semester are considered to be in Good Academic Standing.

Academic Warning

Students are placed on Academic Warning if any of the following three conditions occur:

- The student's semester GPA is < 2.0,
- The student's cumulative GPA is < 2.0, or
- The student's successful completion rate (earned hours divided by attempted hours), either for the semester or cumulative, is less than 67%.

To continue enrollment, students on Academic Warning must either regain Good Academic Standing, as described above, or meet all of the following Criteria for Continued Enrollment each semester until they regain Good Academic Standing.

Criteria for Continued Enrollment while on Academic Warning

- Earn a semester GPA of at least 2.25;
- Successfully complete at least 70% of their attempted hours each semester, AND
- Meet with a OneStop Advisor prior to the first day of class to complete an Academic Recovery contract. This contract may stipulate additional requirements that the student must fulfill in order to continue enrollment.

Note: Students who earn all F grades or a combination of all F, U, or W grades in a semester will be Suspended without a period of Academic Warning.

Suspension

Students who are on Academic Warning and who fail to either regain Good Academic Standing or meet any of the three criteria necessary for continued enrollment (see above) will be Suspended. Students who earn all F grades or a combination of all F, U, or W grades in a semester will be Suspended. Students who are Suspended are not eligible to enroll at the university during the next regular semester, but may return after they have served one semester of suspension.

When students return from Suspension, they are placed on Academic Warning and must meet the criteria outlined for continued enrollment (see above) until they are in Good Academic standing. Failure to meet any of the three expected GPA and semester hour completion rate standards will result in Dismissal from the university.

Dismissal

Students who have served a semester of Suspension and who, while still on Academic Warning, fail to meet the 2.25 semester GPA and 70% successful completion standard will be Dismissed from the university. Students who are dismissed have no right to future enrollment at UNC Asheville and must wait at least three years before appealing to return.

Summary of Academic Standing Rules

| Academic Standing | Requirements / Conditions | Expectations and Eligibility to Continue Enrollment |
|------------------------|--|--|
| Good Academic Standing | <ul style="list-style-type: none">• Cumulative and Semester GPA of at least 2.0, and• Successful completion of at least 67% of attempted hours each semester. | Student is eligible to continue enrollment. |
| Academic Warning | <ul style="list-style-type: none">• Cumulative or Semester GPA <2.0, or• Did not successfully complete at least 67% of attempted hours. | Student must regain Good Academic Standing or earn a GPA of 2.25 and successfully complete at least 70% of attempted hours in each subsequent semester until in Good Academic Standing to be eligible to enroll. |
| Suspension | <ul style="list-style-type: none">• Has been on Academic Warning, and• Did not meet the required 2.25 semester GPA or earn 70% of the hours attempted in the semester. <p>OR</p> <ul style="list-style-type: none">• Earned all F grades or combination of all F, U, or W grades for the semester. | Student is not eligible to enroll in the next regular semester. May return to the university after serving one semester of suspension. |
| Dismissal | <ul style="list-style-type: none">• Has served a semester of Suspension, and• Did not meet the required 2.25 semester GPA or earn 70% of the hours attempted in the semester. | Student is not eligible to enroll in the university. May appeal for readmission after a period of at least three years. |

GRADUATION REQUIREMENTS

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 at the end of the spring and fall semesters. Students earning degrees in summer or fall semesters will belong to the class of the spring commencement next succeeding. To graduate, a student must satisfy the following requirements.

1. Complete all Liberal Arts Core 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 the final 30 hours in residence at UNC Asheville. If seeking a second degree, UNC Asheville graduates must complete an additional 30 hours after the initial degree was awarded.
4. Complete a minimum of 25% of the required semester hours in residence if transferring from a four-year school. A typical 120-hour degree program requires 30 semester hours in residence. Degree programs greater than 120 hours will require more than 30 hours in residence to reach the 25% minimum requirement.
5. Complete a minimum of 60 hours at four-year institutions.
6. Accumulate a minimum of 120 hours (more if requirements are not completed in 120).
7. Complete a minimum of 30 hours at 300-400 level.

8. Achieve at least a C (2.0) average on work attempted at UNC Asheville. This 2.0 minimum applies to courses in the major department and the minor department, as well as in the overall program.
9. 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.
10. Submit an application for graduation to the Office of the Registrar 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 \$100 is charged if the application is submitted after the published deadline. If a student does not graduate as expected, a new application must be submitted by the deadline for the appropriate term.
11. Minors, which are optional, are only awarded at the completion of degree requirements. Required hours for minors vary according to departments. All minors require a minimum C (2.0) average on all work attempted at UNC Asheville. One-half of the hours required for a minor must be completed at UNC Asheville. All minors require that a minimum of 6 semester hours of 300-400 level courses be completed at UNC Asheville.

Academic Honors

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

Universitywide Latin honors are granted on the basis of cumulative grade-point average for those courses completed at UNC Asheville. Students must earn at least 60 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 universitywide Latin honors. Students must achieve a minimum cumulative grade-point average of 3.600 to graduate cum laude, 3.750 to graduate magna cum laude, and 3.900 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. 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**.

Students who complete at least six academic credit hours in Service-Learning Designated courses (with a minimum grade of B- in each course), a Key Center workshop on Service Learning, and a Public Service Project under the supervision of a faculty member and representative of a community organization may graduate as a **Community Engaged Scholar**. Additional information is available at <http://keycenter.unca.edu>.

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

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 Liberal Arts Core requirements. Regulations regarding declaration of the major are listed below. The requirements for each major are found in the alphabetical listing of academic departments and programs, 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 Bachelor of Science in Engineering is offered jointly with North Carolina State University. Students may choose a major/s from the following areas:

| | |
|--|---|
| Accounting (B.S.) | Interdisciplinary Studies (B.A.) |
| Anthropology (B.A.) | Jazz and Contemporary Music (B.F.A.) |
| Art (B.A., B.F.A) | Literature (B.A.) |
| Art History (B.A.) | Management (B.S.) |
| Atmospheric Sciences (B.S.) | Mass Communication (B.A.) |
| Biology (B.S.) | Mathematics (B.A.) |
| Chemistry (B.A., B.S.) | Music Technology (B.S.) |
| Classics (B.A.) | New Media (B.A.) |
| Computer Science (B.S.) | Philosophy (B.A.) |
| Drama (B.A.) | Physics (B.S.) |
| Economics (B.A.) | Political Science (B.A.) |
| Engineering (B.S.E.-Joint Degree w/NCSU) | Psychology (B.A.) |
| Environmental Studies (B.S.) | Religious Studies (B.A.) |
| French (B.A.) | Sociology (B.A.) |
| German (B.A.) | Spanish (B.A.) |
| Health and Wellness Promotion (B.S.) | Women, Gender, Sexuality Studies (B.A.) |
| History (B.A.) | |

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 the Registrar 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 Vice Chancellor for Academic Affairs 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 that is awarded by an academic department shall require at least 18 semester hours from the minor discipline, as indicated by the course prefix. Departmental minors may also require cognate courses. Minors awarded by programs not associated with an academic department shall also require at least 18 semester hours, but need not require a minimum number of hours from a single department. All minors require a minimum C (2.0) average on all work attempted at UNC Asheville. One-half of the hours required for a minor must be completed at UNC Asheville. All minors require that a minimum of 6 semester hours of 300-400 level courses be completed 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:

| | |
|-------------------------------|-------------------------------------|
| Accounting | History |
| Africana Studies | Humanities |
| Anthropology | International Studies |
| Art | Legal Studies |
| Art History | Literature |
| Asian Studies | Management |
| Astronomy | Mass Communication |
| Atmospheric Sciences | Mathematics |
| Biology | Music |
| Chemistry | Neuroscience |
| Classics | New Media |
| Computer Science | Philosophy |
| Creative Writing | Physics |
| Dance | Political Science |
| Drama | Psychology |
| Economics | Religious Studies |
| Environmental Studies | Sociology |
| French | Spanish |
| German | Women, Gender and Sexuality Studies |
| Health and Wellness Promotion | |

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 the Registrar. 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. Minors must be officially declared before the deadline for applying for graduation.

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—the Liberal Arts Core (LAC), the major field of study, cognate courses, and electives. 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 LAC Program are an estimate only; the exact number of credits in the LAC Program will depend upon the student’s interest in terms of the major field of study and the electives.

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 Requirements* in the *Academic Policies and Procedures* section of the catalog for additional requirements and information.

LIBERAL ARTS CORE

In keeping with the mission of the University of North Carolina at Asheville, the Liberal Arts Core captures the development of human capabilities, disciplinary knowledge, the application of knowledge to new settings, and creative solutions to increasingly complex problems. As an indication of our commitment to working together and to crossing disciplinary borders, the Liberal Arts Core conveys the sort of shared guidance possible when disciplines collaborate for the mutual benefit of students and faculty and the fulfillment of the university’s mission. Such collaboration lies at the heart of the matter for a public liberal arts institution that “emphasizes the centrality of learning and discovery through exemplary teaching, innovative scholarship, creative expression, co-curricular activities, undergraduate research, engaged service, and practical experience” (UNC Asheville Mission Statement).

As students acquire critical thinking skills, inquire from a range of perspectives, hone effective communication and diverse forms of expression, and engage the local and global spheres, they become lifelong learners, ethical thinkers and practitioners of sustainability and invaluable society members whose transformative education enables them to flourish, responding to the world that lies before them and acting as responsible citizens and leaders.

Courses approved by the faculty to satisfy the specific requirements of the Liberal Arts Core may be found on the Office of the Registrar website, <http://registrar.unca.edu/liberal-arts-core>. The course credit hours listed below for each requirement are stated as the minimum credit hours required.

Liberal Arts Core Requirements

| | |
|---|----------------------------|
| First-Year Colloquium | 3 semester hours |
| Academic Writing and Critical Inquiry | 4 semester hours |
| Humanities | 12 semester hours |
| Laboratory Science | 4 semester hours |
| Scientific Perspectives | 3 semester hours |
| Quantitative Perspectives | 4 semester hours |
| Social Science | 3 semester hours |
| Second Language (proficiency through the 2 nd semester) | 0-4 semester hours |
| Arts and Ideas | 3 semester hours |
| Senior Capstone | 4 semester hours |
| Diversity Intensive | 3 semester hours |
| Information Literacy Competency | Fulfilled within the major |
| Writing Competency | Fulfilled within the major |

LIBERAL ARTS CORE SPECIFIC REQUIREMENTS

First-Year Colloquium (3 semester hours)

The First-Year Colloquium, LA 178 or DEPT 178, introduces students to education in a liberal arts environment, assisting them in making the transition to UNC Asheville. LA 178 is required for all incoming freshmen and first-year students with less than 25 hours of college credit. To facilitate the first-year college student's transition to UNC Asheville, LA 178 will address topics that are important to a "first year experience," including time and money management, health, academic advising, effective use of college resources, and an appreciation of the rhythms of the academic year. Transfer students with 25 or more hours of credit may take LA 378, an optional colloquium course that addresses issues relevant to transfer students entering a new four-year institution.

LA 178 integrates information and intellectual approaches from different disciplines, directly addressing the nature of a liberal arts education. To introduce students to opportunities specific to our campus, they will be encouraged to see the campus within the civic and academic communities, understanding how they have the ability to influence and affect each. They can explore the responsibilities of the liberally educated and have an opportunity to experience cultural events and special opportunities offered by the campus.

Freshmen and first-year students must successfully complete LA 178 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 LA 178, in their second semester. Students who do not successfully complete LA 178 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. 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 LA 178 or 378. The First-Year Colloquium cannot count for any other LAC or departmental curriculum requirements. If a student does not receive a grade of C or better in LA 178 or 378 and wishes to replace that grade, they may do so by completing another LA 178 or 378 course, of equal credit and level, regardless of prefix.

Academic Writing and Critical Inquiry (4 semester hours)

LANG 120, Academic Writing and Critical Inquiry, emphasizes writing as a tool of discovery and analysis. Practice in active, critical reading and attention to audience, purpose and structure are key components of the course. It also introduces students to writing conventions of various discourse communities.

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 must repeat LANG 120.

Humanities (12 semester hours)

Students are required to complete HUM 124, 214, and 324. Taught by faculty from various disciplines, this sequence of courses is devoted to 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.

Laboratory Science (4 semester hours)

Since understanding the methods of science is critical to evaluating its quality and value, students are required to complete a lecture and laboratory course or a two-course combination of lecture and laboratory devoted to the investigation of scientific knowledge and its methodology. Students may not use the same course to fulfill both the Laboratory Science requirement and the Scientific Perspectives requirement.

Scientific Perspectives (3 semester hours)

Scientific Perspectives courses are focused upon the application of science and scientific methods to understanding and solving real-world problems. These broadly defined courses are taught by faculty from various disciplines and afford opportunities for students to apply scientific knowledge and skills to a range of topics, issues, subjects and disciplines. Students may not use the same course to fulfill both the Scientific Perspectives requirement and the Laboratory Science requirement.

Quantitative Perspectives (4 semester hours)

Quantitative Perspectives courses form a key role in the development of higher order skills and are interdisciplinary by nature of content and application. The study of mathematics also facilitates the development of the critical and analytical thinking processes central to a liberal education. Such courses include statistical and mathematical skills, quantitative reasoning skills, and foster positive, confident attitudes and beliefs about mathematics and quantitative reasoning. MATH and STAT prefixed courses can be used to fulfill this requirement.

Social Science (3 semester hours)

Social science courses employ observational and experimental methods to examine and predict behavioral and organizational processes in understanding human beings and the connections of a global community.

Second Language (0-4 semester hours)

Students demonstrate competency of a second language, ancient or modern, by the successful completion of the second-semester level of a language. Students may also demonstrate competency by the successful completion of a placement exam. Students who opt to study a language not taken in high school may do so; however, any credits taken beyond those required to demonstrate competency will be considered electives.

Arts and Ideas (3 semester hours)

Courses for the Arts and Ideas requirement examine the significance of the arts in the human experience, the cultural context of creative composition and performance, the foundations of aesthetic values, and the communicative function of the arts. In addition to stand-alone ARTS courses (excluding Liberal Arts Colloquia), many courses across the curriculum satisfy this requirement.

Senior Capstone (4 semester hours)

The Senior Capstone is intended to be taken in a student's final year at UNC Asheville. Students may choose either HUM 414 or LA 478 for their capstone experience.

HUM 414 focuses on global issues and recent history, both Western and non-Western, building on information gathered and questions raised in the preceding Humanities courses. Students will develop a greater understanding of the responsibilities of and opportunities for humanity today.

LA 478 helps students cultivate an ethical sensibility that supports global citizenship. Responsible decision-making in a global world requires a sense of right and wrong, an ability to understand humanity's differences and commonalities, and an appreciation of how institutional power works. Students study Western and Eastern ethical ideas, the meaning of citizenship, and the role of the individual in the community, using this broad skill and knowledge base to address pressing concerns and real-world problems, including globalization, governance and environmental sustainability.

Both HUM 414 and LA 478 are taught by faculty from various disciplines. Students may not receive credit for both courses.

Diversity Intensive (3 semester hours)

Courses designated as Diversity Intensive focus on the process of knowledge, discernment, and awareness whereby human beings make reasoned decisions based on difference.

Taught by faculty within various programs, these broadly defined courses include but are not limited to the relationships between difference and inequality, exclusion and inclusion, representation, identity, and social, economic, and political power as it is manifested locally, statewide, countrywide, and across the globe.

Information Literacy Competency

Each academic department or program determines discipline specific ways in which students demonstrate information literacy competency. Students will learn to find reliable information in acceptable academic sources, evaluate the strength and credibility of information found, integrate relevant information appropriately, and correctly cite sources according to the conventions of the discipline.

Writing Competency

Each academic department or program determines discipline specific ways in which students will demonstrate writing competency. Students will learn the importance of writing in their respective disciplines, and will be able to articulate a coherent thesis or purpose in their writing and support it with evidence and argumentation appropriate to a given discipline or audience.

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 Post-Baccalaureate Certificate of 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 is required for this certificate. These hours must be earned after the initial baccalaureate degree is awarded. Additionally, at least two-thirds of the courses required in the major department must be taken at UNC Asheville. 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 on the transcript, students must notify the Registrar when the last required course is in progress.

3. Master of Liberal Arts and Sciences Degree

The Master of Liberal Arts and Sciences 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 the Master of Liberal Arts and Sciences section of the catalog 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, students interested in these fields major in a wide range of academic disciplines at UNC Asheville, and our graduates have gained admission to some of the best professional schools in the nation. Advisors in the Pre-Health Professions program encourage and support students through a variety of pre-health professions experiences.

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 Advising and Learning Support Center 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 Rhodes 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 Rhoades 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. Students formally admitted to the Honors Program are eligible to enroll in special sections of the Liberal Arts Core requirements and Honors courses including First-Year Colloquia and Special Topics courses taught at all undergraduate 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

Career Center

The Career Center, located in 259 Highsmith Student Union, provides students and alumni with lifelong career development guidance and services. Professional staff and career peers are available to assist with career-related concerns including choice of major, career exploration, occupational information, resume and cover letter writing, interviewing skills and obtaining internships, jobs and graduate school admissions. The Career Center coordinates the campus Student Employment Program, on-campus job fairs, career panels and employer information sessions. For additional information, visit the Career Center website (<https://career.unca.edu/>) to find career and major options, job and internship listings, event information and graduate school resources.

Accessibility Services

UNC Asheville complies with laws designed to protect the rights of persons with disabilities, including The Americans with Disabilities Act of 1990 as amended in 2008, and Section 504 of The Rehabilitation Act of 1973 as amended. UNC Asheville focuses on the student as an individual and works to ensure equal access to opportunity, full integration into the campus environment, access to auxiliary aids and services, and the provision of reasonable accommodations to qualifying students. Accommodations are designed and developed on an individual basis, and students may use all appropriate services at no charge. Academic and personal supports are available to students with and without disabilities including writing, math and subject-specific tutoring, self-advocacy training, health services and counseling as well as other services. A visit to the campus before acceptance or matriculation is highly recommended. For additional information, please visit the Office of Academic Accessibility website at <http://oaa.unca.edu>.

Parsons Mathematics Lab

The Parsons Mathematics Lab is an extra-help tutoring service available to all UNC Asheville students without charge. The lab is specifically designed to provide assistance with 100-level courses. Assistance with upper-level courses is provided when possible. The Parsons Mathematics Lab 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 (UWC) provides support to students writing for any course, as well those writing application letters, personal statements, and creative writing. Writing consultants offer friendly, constructive feedback at any point of the writing process, from brainstorming to revising. Appointments last 30-50 minutes and can be scheduled by visiting <http://writingcenter.unca.edu/>. The UWC is located on the main floor of the library, RAM 136.

Peer Tutoring Program

Offered as a free service for all currently enrolled UNC Asheville students, the Peer Tutoring program's student-centered approach emphasizes active learning and effective study skills. Tutors are highly-qualified students approved by department chairs and specific instructors, and they cover dozens of courses in natural sciences, languages, and social sciences. For additional information, please visit <http://advising.unca.edu/PeerTutoring>.

Ramsey Library

D. Hiden Ramsey Library provides students, faculty, staff and community members with a wide array of information resources as well as research help and a variety of study and collaborative spaces.

The library houses 385,000 volumes and provides access to over two million book titles through the Western North Carolina Library Network. A broad selection of film and music is also available for checkout. Authorized users have access to over 300,000 ebooks, 89,000 ejournals and many specialized research databases and streaming video resources, whether on campus or anywhere in the world, at any time of the day or night.

The Special Collections department houses a rich collection of local and regional archival materials, including 40,000 photographs, 550 oral histories, and even a full rural doctor's bag. More than 12,000 archival items have been digitized and are available on the library web site.

Expert librarians and staff promote information literacy on campus, assist users in research techniques and offer individual and group instruction sessions. The library also houses a range of student-centered services including OneStop (Registrar, Advising, Cashier, Study Abroad, and Disability/Accessibility Services) and the University Writing Center.

Visitors to the library can use computing, printing, scanning and copying facilities or check out a laptop or video camera. There are quiet, comfortable spaces as well as collaborative work areas, and when it's time for a study break Argo Tea and The Glass House offer a relaxing atmosphere.

For additional information, visit library.unca.edu to access library resources and services.

Information Technology Services

UNC Asheville Information Technology Services (ITS) provides a variety of services to the student community including:

- Wireless internet connectivity in specified areas. See <http://its.unca.edu> for more information.
- Web-based email, calendaring, and productivity software through Google Apps for Education. See <https://sites.google.com/a/unca.edu/googleapps/> for more information.
- An open-use, academic computer lab (NH 008) and support of other departmental, teaching, and non-academic computer labs on campus. See <http://its.unca.edu> for more information.
- Assistance with basic campus IT services through the ITS Help Desk. The ITS Help Desk should be your first point of contact for technical assistance. Contact the Help Desk by sending an email to helpdesk@unca.edu or by calling 828.251.6445.

ResNet

Information Technology Services in collaboration with the Office of Housing and Student Life Operations provides the following services to our resident students. See <http://its.unca.edu/resnet> for additional information.

- Wired connectivity in residence halls.
- Limited support to help resident students keep their computers virus and spyware/malware free.
- Business centers in residence halls.

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 academic calendar on the Office of the Registrar website. 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 at <http://registrar.unca.edu/>.

Study Abroad

Through the Office of Study Abroad, the University of North Carolina at Asheville offers 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.

UNC Asheville has a number of exchange opportunities with universities in England, France, Hong Kong, Japan, South Korea and Turkey. There are also exchanges with universities in over 50 countries through UNC-Exchange Program (UNCEP) and the International Student Exchange Program (ISEP). UNC Asheville is a member of both organizations. Students can also study through a wide variety of non-exchange programs that are affiliated with UNC Asheville.

Additionally, short-term faculty-led programs are offered over winter break, during spring break, and in the summer. Locations may include, but are not limited to, England, Ireland, Italy, Bolivia, Ghana, Honduras, Spain, Greece and Turkey. UNC Asheville faculty members teach courses that may include a service-learning component or fulfill graduation requirements. For more information, contact the Office of Study Abroad or visit <http://studyabroad.unca.edu>.

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 not be offered on a satisfactory/unsatisfactory (S/U) basis without 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 Office of the Registrar. Completed forms must be presented during the registration period for the term in which the course is offered.

GRADUATE STUDIES, CONTINUING EDUCATION, AND SPONSORED PROGRAMS

The Office of Graduate Studies, Continuing Education, and Sponsored Programs houses the Asheville Graduate Center, the Master of Liberal Arts and Sciences Program, the Great Smokies Writing Program, Professional Education Programs, and the Office of Sponsored Scholarship and Programs.

Asheville Graduate Center

The Asheville Graduate Center makes available to the residents of Western North Carolina graduate degree programs from distinctive universities. Established in 1984, the Asheville Graduate Center is administered by the UNC Asheville Office of Academic Affairs. Quality graduate programs offered through the Asheville Graduate Center are responsive to the unique mission of UNC Asheville and the needs of our region and state, linking graduate education to innovation and helping our region gain a competitive edge. Future programs will be added, when appropriate, in response to the educational and economic needs of Western North Carolina. Additional information on the specific degrees and programs offered is available on the website, <http://agc.unca.edu/>, and from the director of the Asheville Graduate Center.

Master of Liberal Arts and Sciences Program

The Master of Liberal Arts and Sciences program is an interdisciplinary, part-time course of study designed for a wide spectrum of adults. It provides a challenging, structured liberal arts curriculum at the graduate level. The program explores human nature, human values, and the quality of human life. Students may pursue a degree or take courses toward a certificate in Climate Change and Society. Complete information on program requirements can be found in the Master of Liberal Arts and Sciences degree section of this catalog, or at <http://mla.unca.edu/>.

Great Smokies Writing Program

The Great Smokies Writing Program, administered by the Office of Distance Education, is a collaborative effort between the Creative Writing program in the UNC Asheville Department of Literature and Language and the Asheville Graduate Center. The program offers opportunities for writers of all levels to join a supportive learning community in which their skills and talents can be explored, practiced, and forged under the careful eye of professional writers. The program is committed to providing the community with affordable university-level classes led by published writers and experienced teachers.

Professional Education

The Office of Professional Education Programs offers numerous professional development conferences and seminars, test preparation courses including the SAT, GRE and LSAT, GMAT. Additional programs offered include Effective Teacher Training, which is presented several times per year for those interested in substituting in the area schools, and test proctoring services.

Office of Sponsored Scholarship and Programs

The Office of Sponsored Scholarship and Programs (OSSP) administers externally funded proposals and contracts for research, instruction, and extension projects at the University of North Carolina at Asheville. The OSSP was formally established in 2003 as an administrative department under Academic Affairs.

Distance Education

The Office of 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 state.

A limited number of online courses reflective of the liberal arts mission are offered each semester as UNC Asheville seeks to support and participate in the growing demand for asynchronous learning.

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.

The Lateral Entry Initiative is a collaborative effort between the North Carolina Department of Public Instruction and the UNC Asheville Distance Education office. UNC Asheville and Asheville-Buncombe Technical Community College coordinate efforts to provide courses for lateral entry teachers. Evaluation and licensure is handled through the Regional Alternative Licensing Center. Courses are either hybrid, using teleconferencing, or are completely online. Courses meet the General Pedagogy Requirements for regular classroom teachers and the K-12 Special Education General Curriculum requirements. Courses are offered in the fall, spring and summer terms to address the teacher shortage in the state.

UNC Online Program

In response to growing statewide demand for affordable access to quality higher education, UNC Asheville participates in the UNC Online Program. The UNC Online Program maintains a central website that provides convenient one-stop access to course offerings and information for each of the participating 16 UNC system institutions. Students can search online course offerings as well as reference information on how to apply and the costs involved. Specific policies and procedures for each institution are outlined and accessible via the UNC Online website at <http://online.northcarolina.edu>.

UNC Asheville students wishing to participate in this program must adhere to the policies and procedures as outlined on the UNC Asheville Office of the Registrar's website at <http://registrar.unca.edu>. Students from other institutions wishing to take online courses with UNC Asheville should consult with their home campus Registrar and review the UNC Asheville policies for visiting student participation on the UNC Online website.

Course offerings will vary from semester to semester. All students are encouraged to reference the central website of the UNC Online Program at <http://online.northcarolina.edu> for more information, course offerings and deadlines.

Key Center

The Key Center for Community Citizenship and Service-Learning is the university's hub for the promotion of service learning, a form of experiential education in which students work primarily with non-profit organizations, governmental agencies, and other civic groups on community problems or issues. The Key Center helps faculty, students and community members use best practices in service learning so that both the community and students benefit from their work together.

The Key Center, working with its advisory council, also coordinates the approval of Service-Learning Designated Courses and the recommendation of graduating students for the Community Engaged Scholar designation, which honors those who have demonstrated outstanding work in service learning. Additional information is available at <http://keycenter.unca.edu>. The Key Center, located in Highsmith Student Union, may be contacted by email at keyctr@unca.edu.

Cultural Events and Special Academic Programs

The Office of Cultural Events (CESAP) oversees a year-round calendar of major performing arts and Distinguished Speaker programs as well as conferences, camps and institutes related to the mission of the University.

Our arts and speakers programs are designed to enrich and extend the undergraduate academic course curriculum and provide engaging events for our campus community and the surrounding region. Series offerings are chosen by a volunteer advisory committee composed of students, staff and faculty who work closely with CESAP staff. These programs not only provide free or low-cost enjoyable social networking for students but also have direct and intentional connections to the Liberal Arts Core as well as most majors and disciplines.

Many of our programs have free, extended activities for students such as interactive workshops, master classes, pre- or post-performance discussions and exhibits. National and international touring companies in theatre or dance, and concerts of world class jazz, light classical or world music are featured. Renowned authorities on current issues, as well as poets and authors, give lectures and readings annually. CESAP publishes three editions of the Co-Curricular Events Guide which assists faculty in finding relevant campus programming for their current classes.

Exhibits in the Highsmith Student Union Art Gallery are coordinated by CESAP staff, providing a welcoming, professional home for B.A. and B.F.A. senior art exhibits and national and international touring art exhibits in all mediums.

Year-round camps, conferences and institutes coordinated by CESAP staff are designed to create opportunities for mainly non-credit bearing academic learning and hands-on experiences in a relaxed higher education atmosphere though there are some institutes devoted to professional advancement and for-credit study. Many of the conferences and camps are open to the community-at-large as well as college-level students, and there are also special activities for children. Summer camps and institutes on the UNC Asheville campus might offer sports, intensive experiences in writing or drama for all ages, music, art, wellness activities and science-related programs.

Osher Lifelong Learning Institute at UNC Asheville

The mission of the Osher Lifelong Learning Institute at UNC Asheville is to promote thriving in life's second half through programs in lifelong learning, leadership, community service, and research. OLLI plays a leadership role in the field of lifelong learning, enriching the lives of people in the greater Asheville area, and promotes innovative excellence by sharing its programs and research, both nationally and internationally.

OLLI (formerly the North Carolina Center for Creative Retirement) was established in 1988 as an integral part of UNC Asheville with the threefold purpose of providing today's accomplished adult with opportunities for lifelong learning, leadership and community service, each combined with the fellowship of peers sharing a common quest for continued growth and service to others.

OLLI participants help to set annual objectives and implement programs through the Steering Council in collaboration with OLLI's professional staff. OLLI draws financial support from public funding, private fees, consulting services, gifts and foundation grants.

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.

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 the courses being offered is published on the Registrar's website, <http://registrar.unca.edu/>. The schedule includes the courses to be taught and their times and locations. 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 |
| Africana Studies | AFST |
| Anthropology | ANTH |
| Art | ART |
| Art History | ARTH |
| Arts | ARTS |
| Asian Studies | ASIA |
| Astronomy | ASTR |
| Atmospheric Sciences | ATMS |
| Biology | BIOL |
| Chemistry | CHEM |
| Classics | CLAS |
| Climate Change and Society | CCS |
| Computer Science | CSCI |
| Dance | DAN |
| Drama | DRAM |
| Economics | ECON |
| Education | EDUC |
| Engineering | ENGR |
| Engineering | JEM |

Courses with 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 |
| English | ENG |
| 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 |
| International Studies | INTS |
| Language | LANG |
| Legal Studies | LEGL |
| Liberal Arts | LA |
| Liberal Arts Core | LAC |
| Literature | LIT |
| Management | MGMT |
| Mass Communication | MCOM |
| Master of Liberal Arts and Sciences | MLAS |
| Mathematics | MATH |
| Music | MUSC |
| NC-REN | MCNC |
| Neuroscience | NEUR |
| New Media | NM |
| Philosophy | PHIL |
| Physics | PHYS |
| Political Science | POLS |
| Portuguese | PORT |
| Psychology | PSYC |
| Religious Studies | RELS |
| Sociology | SOC |
| Spanish | SPAN |
| Statistics | STAT |
| Study Abroad | SABR |
| Visual Media Production | VMP |
| Women, Gender and Sexuality Studies | WGSS |
| World Languages | WLNG |

ACCOUNTING (ACCT)

See Management and Accounting

AFRICANA STUDIES (AFST)

Assistant Professor Boakye-Boaten (Director); Professors D. James, D.B. Mullen; Associate Professors C. James, Judson, D.J. Mullen

The Africana Studies minor allows students to supplement existing UNC Asheville majors. The Africana Studies curriculum is designed to give students an understanding and appreciation of the complexities of Africana people from both a historical and contemporary perspective. The curriculum gives students an opportunity to acquire an interdisciplinary foundation to the broad issues affecting Africans and peoples of African descent with the aim of providing a grounded knowledge and appreciation of their experiences.

With a strong interdisciplinary focus, the Africana Studies program offers a minor which promotes intellectual and human growth for its graduates who want to pursue careers or graduate studies in many fields such as anthropology, business, communications, criminal justice, education, geography, health sciences, history, hospitality and tourism, international relations, modern languages, nursing, political science, public and nonprofit administration psychology, sociology, and social work.

Minor in Africana Studies

At least 18 hours distributed as follows: AFST 130 and 14 hours selected from AFST courses and the Africana Studies electives listed 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 disciplines in addition to AFST.

University-wide minimum requirements for a minor: 1) one-half of the hours required for a minor must be completed in residence at UNC Asheville, to include at least 6 hours at the 300-400 level; 2) students must have a cumulative grade-point-average of at least 2.0 on minor courses taken at UNC Asheville.

Courses in Africana Studies (AFST)

130 Introduction to Africana Studies (4)

Interdisciplinary course that explores the experiences of Africans and peoples of African descent. Using broad themes and concepts, it will examine such areas as slavery and emancipation, politics and religion, culture and identity, colonialism and nationalism. These themes will be explored in an attempt to conceptualize the experiences of Africans and peoples of African descent within the global system. This course will help students understand the ways in which Africans and peoples of African descent have shaped the world, and how the world has and continues to shape them. Fall and Spring.

317 Africana Philosophy (PHIL 317) (4)

A survey of the philosophical work that has come out of Africa and the African diaspora, beginning with ancient Africa and Egypt, and moving through more recent African philosophies to Afro-Caribbean philosophies and African American philosophies. Philosophical issues such as ontology, the meaning of personhood, and problems of racial discrimination. Fall.

330 Field Practicum (4)

A semester-long supervised work experience on Africana related issues with emphasis on economic, social and political development at a local, national and/or international setting. 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.

- 334

Global Leadership and International Service (4)

Offers students an opportunity to engage in a critical examination of service, global citizenship, development of leadership skills and intercultural awareness. This course synergizes theory and practice, where students will be able to translate what they learn in the classroom into practical and creative solutions for social issues and problems. Students will design and implement projects that benefit individuals, groups and/or communities. Emphasis will be placed on leadership and intercultural interactions, critical and creative thinking, oral and communication skills and building a strong sense of global citizenship and responsibility. See program director.
- 364

Africa in the Global Context (4)

An appraisal of the global presence of Africa, both ancient and present, aimed at assessing Africa’s competitiveness in a global context. Adopting an interdisciplinary approach, the socio-cultural and economic dynamics of Africa and Africans around the world will be examined. The course will interrogate the enduring effects of colonialism and neo-colonialism on the fortunes of Africa. Students will have an opportunity to develop people centered programs aimed at improving conditions in Africa. The course will use a series of lectures, discussions, audio visuals, and project development and implementation to help the student fully understand the unique case of Africa. See program director.
- 430

Senior Seminar in Africana Studies (4)

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.
- 433

Politics of War in Africa (4)

Seminar course that introduces students to the dynamics of violent conflicts in Africa. Using an interdisciplinary approach, this course will examine the underlying factors that influence conflicts in Africa. Key analyses from historical, social, economical, political and cultural studies will be used in examining the causes of and responses to inter-state and intra-state conflicts in Africa. Students will be required to engage in critical analysis and debates, using historic and contemporary case 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.
- 171-4, 271-4, 371-4, 471-4

Special Topics in Africana Studies (1-4)

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.
- 178, 378

Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill major or minor requirements.

Africana Studies Electives

| | | |
|------|-----|---|
| ANTH | 100 | Introduction to Cultural Anthropology (4) |
| ANTH | 280 | Cultures of Africa (4) |
| ANTH | 420 | Difference and Inequality (4) |
| ARTH | 385 | African Art (4) |
| ARTH | 386 | Arts of the African Diaspora (4) |
| DAN | 136 | Beginning Jazz Dance (1) |

| | | |
|------|-----|--|
| DAN | 140 | Roots of Jazz (2) |
| DAN | 236 | Intermediate Jazz Dance (2) |
| DAN | 340 | Jazz Dance Repertory (2) |
| EDUC | 352 | Introduction to West African Education (3) |
| HIST | 302 | African American History: 1865 to the Present (3) |
| HIST | 303 | Colonial North America (3) |
| HIST | 305 | Civil War and Reconstruction (3) |
| HIST | 307 | Women in the Modern Civil Rights Movements (3) |
| HIST | 309 | History of the Old South (3) |
| HIST | 318 | The Modern South (3) |
| HIST | 330 | World War II (3) |
| HIST | 391 | The History of the Atlantic World, 1492-1820 (3) |
| IST | 263 | African American Colloquium (3) |
| LIT | 364 | Postcolonial Literature (4) |
| MUSC | 357 | Jazz History (3) |
| POLS | 220 | Principles of American Political Behavior (4) |
| POLS | 343 | Politics of the Civil Rights Era (4) |
| POLS | 344 | Black Political Thought (4) |
| POLS | 362 | African Politics (4) |
| RELS | 312 | Religion in America to 1865 (3) |
| RELS | 313 | Religion in America Since 1865 (4) |
| SOC | 221 | Race and Ethnic Relations (4) |
| SOC | 240 | Evolution, Revolution, and Social Change (4) |
| SOC | 312 | Society, Culture and Poverty (4) |
| SOC | 358 | Globalization and Social Change in Africa (4) |
| SOC | 359 | Women of Color and Feminism (4) |
| SOC | 364 | Population and the Environment: An International Perspective (4) |
| SOC | 365 | Violence in America (4) |
| SOC | 420 | Difference and Inequality (4) |

ANTHROPOLOGY (ANTH)

See Sociology and Anthropology

ART (ART) AND ART HISTORY (ARTH)

Associate Professor Rundquist (Chair); Professors Derryberry, Dunning, Tynes; Associate Professors Beldue, Canejo, M. Wolfe; Assistant Professors Martin, Skidmore, Tomberlin; Lecturers Bares, Taylor, West

The mission of UNC Asheville's Department of Art 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 studio art, art history, and theory and criticism as essential to the development of artistic sensibility. The liberal studies curriculum enriches the art student's vocabulary by stressing the importance of linking one discipline to another. This adds texture and depth to the content of each student's work. Additionally, the department encourages students to be fully involved in the university's undergraduate research program.

For students who wish to pursue art history studies, the department offers a B. A. degree with a major in Art History. The concentration allows students to study visual culture from prehistory through current times in introductory survey courses, followed by upper-level courses that focus on particular eras, such as Renaissance, Baroque or Contemporary, or on topics such as museum studies or Latin American art. Senior capstone courses emphasize the research process and require students to write an in-depth thesis paper. Additionally, a number of students who have a concentration in art history pursue internships related to art history, gallery and museum work.

For both studio art and art history, 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. For studio art majors, both concept and technique are honed in discipline-based courses such as ceramics, drawing, painting, photography, printmaking and sculpture during the sophomore year. A student's approach to work becomes individualized in concept, style and technique in the upper-level courses.

The required foundation courses, ART 122, 133 and 144, are the basis 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 choosing the Art History major complete either ART 122 or 133. Both of these courses address the history and the theory behind two-dimensional and three-dimensional visual aesthetics.

B.F.A. Senior Exhibition capstone courses require each student to complete a related body of work and accompanying research paper. This body of work is presented as a solo exhibition of art in partial fulfillment of the B.F.A. studio degree. During the fourth-level media course, B.A. studio majors are required to complete a portfolio of work that demonstrates competence in one media area. The work will be exhibited in a senior group exhibition.

The senior capstone courses in Art History and in the B.F.A. program are demanding in scope and require that a close relationship be maintained between faculty and students. Because the creative process often challenges preconceived ideas, students learn to be articulate in the search for meaning and validity in their work. The department believes that differences of opinion regarding individual image-making can be resolved in a positive way that involves mutual respect. The result is a mature body of work that prepares students to be independent thinkers and entrepreneurs.

Overall, the art curriculum prepares students for advanced studies or for admission into graduate programs and provides the basis for a variety of career opportunities. Art majors have five options, described in the following sections, from which to choose. In addition to the majors, the department also offers minors in studio art and art history.

Departmental Admission Requirements

All students interested in majoring in Art should obtain a copy of the Department of Art Guidelines from the 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.)

1. Before declaring a B.A. in Art (Studio Art), students must have credit for the following courses: LANG 120, ART 122 and 133.
2. Before declaring a B.A. in Art History, students must have credit for the following courses: LANG 120 and either ARTH 201 or 202.

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 Department of Art Guidelines. Before applying for the B.F.A., the student must have credit for the following courses: LANG 120, ART 122, 133, 144, and 12 additional hours of art courses at the 200 level or above.

Students must also have a minimum GPA of 3.00 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 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 Department of Art Guidelines. Waivers or exceptions must be approved by the department chair.

- I. Required courses in the major—68 total hours, including: ART 122, 133, 144; four courses from ART 204, 218, 234, 246, 254 and 264; ART 490, 491 and 16 additional hours of studio art courses, to include 12 hours in the student's media concentration (levels II-IV); ARTH 201, 202 and 8 additional hours of ARTH courses.
- II. Required courses outside the major—None.
- III. Other B.F.A. requirements:
 - a) Grade-point average—Acceptance into the B.F.A. program requires a 3.00 GPA based on the first 24 hours of art credit completed. The 3.00 GPA must be maintained after acceptance into the program or probation and suspension from the B.F.A. program will result. See Department of Art Guidelines for more specific information and re-entry procedures.
 - b) Portfolio Reviews—As part of the B.F.A. application process, students must submit a portfolio of the work they have completed at UNC Asheville for review. See the Department of Art Guidelines for specific information. While enrolled in ART 490, all students accepted into the B.F.A. program will present another portfolio of artwork for faculty review. This review will determine if students may continue in the program. If the faculty determine students should not continue in the B.F.A. program, they may complete the requirements for the major in B.A. studio art by taking part in the B. A. Senior Group Exhibition. In some instances, students will be allowed to continue in the B.F.A. program on a probationary basis. Students in the probationary status will be required to complete ART 492 in addition to ART 490 and 491. See the Department of Art Guidelines for more specific information.
 - c) Media Concentration—The specific areas for concentration are ceramics, drawing, painting, photography, printmaking and sculpture. As part of the required hours for the B.F.A., students will complete at least 20 hours in their chosen media (levels II-IV, 490 and 491). See the Department of Art Guidelines for specific information.
 - d) Exhibition—Prior to graduation, students must present a one-person exhibition of their concentration work. See the Department of Art 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 with a major in Art provides students with a breadth of techniques and concepts as well as concentration in one studio area. The student also pursues art history interests and must engage conceptual and technical achievements to express personal interpretations of themes in visual media.

- I. Required courses in the major—44 hours, including: ART 122, 133, 144; one course from 204, 218, 254 or 264; one course from 234 or 246; 12 additional studio hours in one medium (levels II through IV); ARTH 201, 202 and an additional 300-400 level ARTH elective.
- II. Required courses outside the major—None.
- III. Other departmental requirements—Prior to graduation, the degree candidate must participate in a group senior exhibition. This exhibition ensures that each student will complete a thematically and technically cohesive body of work as a portfolio for professional career purposes. The portfolio will be created in the fourth-level class in the student's area of studio concentration. Major, oral and computer competencies will be satisfied in the fourth-level class.

Art with Teacher Licensure

Students desiring licensure in K-12 Art must complete the following courses within the Art department, meet the requirements outlined in the Education section of the catalog, and meet with the appropriate advisor in the Education Department.

- I. Required courses in the major—47 hours, including: ART 122, 133, 144, 451; one course from 204, 218, 254 or 264; one course from 234 or 246; 12 additional studio hours in one medium (levels II through IV); ARTH 201, 202 and an additional 300-400 level ARTH elective.
- II. Required courses outside the major—Additional courses listed in the Education section of the catalog.
- III. Other departmental requirements—Prior to graduation, the degree candidate must participate in a group senior exhibition. This exhibition ensures that each student will complete a thematically and technically cohesive body of work as a portfolio for professional career purposes. The portfolio will be created in the fourth-level class in the student's area of studio concentration. Major, oral and computer competencies will be satisfied in the fourth-level class.

Bachelor of Arts in Art History

The study of art history provides students with a broad-based, interdisciplinary comprehension of the relationship of the visual arts to concurrent philosophical, social, economic, and political developments. With an emphasis on visual analysis, research, critical writing, and oral communication, the discipline of art history is appropriate for students planning on continuing with graduate studies in studio art and art history as well as those pursuing professions related to art, including positions in museums and galleries or careers in law, business, or journalism.

- I. Required courses in the major—40 hours, including ART 122 or 133; ARTH 201, 202, 484, 485, 4 hours of ARTH at the 400-level; and 16 hours of 300-400 level ARTH courses to include 4 hours from Ancient to Medieval Art, 4 hours from Renaissance to the Present Art, 4 hours from World Art and 4 hours from a 300-400 level ARTH course in the area of focus. Courses from other departments may be substituted with prior approval of the department chair.
- II. Required courses outside the major—None.
- III. Other departmental requirements—Major competency is demonstrated by successful completion of the capstone project in ARTH 484 and ARTH 485 with a grade of C or better. The capstone project consists of in-depth research, a final paper, and an oral

presentation on an approved topic. Oral and computer competencies are demonstrated by successful completion of ARTH 484.

Minors in Art and Art History

The UNC Asheville Department of Art offers minors in both Studio Art and Art History.

University-wide minimum requirements for a minor: 1) one-half of the hours required for a minor must be completed in residence at UNC Asheville, to include at least 6 hours at the 300-400 level; 2) students must have a cumulative grade-point-average of at least 2.0 on minor courses taken at UNC Asheville.

Minor in Studio Art

- I. Minor in two-dimensional media—24 hours, including: ART 122, 133; ARTH 201 or 202; 12 elective studio hours. Eight of the 12 studio hours must be sequential and must be at the 300-400 level. Students majoring in Art History may use only 8 hours of courses used for the major toward a minor in Studio Art.
- II. Minor in three-dimensional media—24 hours, including: ART 122, 133; ARTH 201 or 202; 12 elective studio hours. Eight of the 12 studio hours must be sequential and must be at the 300-400 level. Students majoring in Art History may use only 8 hours of courses used for the major toward a minor in Studio Art.

Minor in Art History

- I. 24 hours in Art History, including: ARTH 201 and 202; and 16 additional hours in Art History. Students majoring in Studio Art, both B.A. and B.F.A., may use only 8 hours of courses that are used for the major toward a minor in Art History.
- II. The Art History minor requires students to complete a departmentally approved research project in Art History.

Courses in Studio Art (ART)

122 Two-Dimensional Design (4)

Two-dimensional design concepts are introduced in this course, which serves as a foundation of compositional principles necessary for further study in art. Concepts are explored in an increasingly complex manner, building upon one another and culminating in a comprehensive final project that utilizes a full range of art elements and design principles. Projects will include color theory and a variety of two-dimensional media areas such as drawing, painting, printmaking and digital media. No credit given to students who have credit for ART 100. Fall and Spring.

133 Three-Dimensional Design (4)

Three-dimensional design concepts are introduced in this course, which serves as a foundation of compositional principles necessary for further study in art. This class is a complement to ART 122. Concepts are explored in an increasingly complex manner, building upon one another and culminating in a comprehensive final project that utilizes a full range of art elements and design principles in three-dimensions. Line, plane, volume and mass are utilized separately and in concert to construct three-dimensional forms in a variety of materials in the media areas of ceramics and sculpture. No credit given to students who have credit for ART 103. Fall and Spring.

144 Foundation Drawing (4)

A foundation level course that focuses on the translation of three-dimensions to a two-dimensional surface through an observational drawing experience. Black & white drawing media will be utilized with in-depth studies on various sighting techniques, value structure, composition & linear perspective are realized through a variety of

subject matter including: still life, interiors and figuration that may include gesture drawing, portraits and/or proportional studies. No credit given to students who have credit for ART 101 or 112. Pre- or corequisite: ART 122 or 133. Fall and Spring.

204 Drawing I (4)

Focuses on the fundamentals of drawing from live models. Concepts include the understanding of structure and proportion of the figure in relationship to space, gestural, and expressive drawing. This includes the basics of understanding anatomy and the development of a personal aesthetic in its application to drawing. Students can expect individual and group critiques to aid in honing skills related to perceptual translation of subject. No credit given to students who have credit for ART 102 or 113. Prerequisites: ART 122, 133, 144. Fall and Spring.

218 Painting I (4)

Color theory, paint mixing and application, composition and spatial organization are introduced using acrylics. Development of technical proficiency in the acrylic painting medium is addressed through projects which may include abstraction, collage, landscape, still life and portraiture. Course will include both lectures and demonstrations. Prerequisites: ART 122, 133, 144. Fall and Spring.

234 Ceramics I (4)

Basic competencies in handbuilding: coil, slab, carving, and modeling. This course introduces wheel throwing and various glazing techniques along with different kiln firing processes. All students will learn to fire the electric kiln. Course will include lectures, demonstrations and critiques. Prerequisites: ART 122, 133, 144. Fall and Spring.

246 Sculpture I (4)

An introduction and exploration into materials such as metal, wood and mixed media, and the various applications of these media towards crafting sculpture and functional forms. Students will learn to safely use a variety of shop tools and equipment in both the metal and wood shops while also focusing on projects that increase craftsmanship, concept development and critical thinking. Course involves demonstrations, fieldtrips, readings in contemporary art, discussions, projects, written responses and oral critiques of all projects. Prerequisites: ART 122, 133, 144. Fall and Spring.

254 Printmaking I (4)

Laboratory exploring printmaking as it relates to woodcuts, intaglio, mezzotint, soft-ground, aquatint, gum arabic transfers, collagraphy, monotype, grease pencil resists, sugar-lift, and other contemporary printmaking processes. Proper display and presentation of prints for exhibition will be discussed. Prerequisites: ART 122, 133, 144. Fall and Spring.

264 Photography I (4)

Introduces students to film-based black and white photography. Camera operation, darkroom practice, film processing and printing enlargements serve as a vehicle for exploring photography as a means for artistic expression. Assignments build on one another, addressing more and more complex technical and conceptual challenges. Students must provide their own 35 mm film camera. Prerequisites: ART 122, 133, 144; or permission of instructor. Fall and Spring.

304 Drawing II (4)

Through explorations of diverse media including the incorporation of color, students are expected to explore personal artistic vision as they refine intent of mark. While primarily using the figure and its environment as subject matter, students will explore

associative, expressive and metaphoric responses in a series of carefully observed perceptual drawings. Extended time will be spent on critiques and dialogue that fosters visual literacy. Weekly research presentations on contemporary artists will directly inform students' own visual expression as it relates to the major. Prerequisite: ART 204. Fall and Spring.

305 Drawing III (4)

Students will expand the drawing experience beyond traditional methods and media, experimenting with both known and invented processes. Research assignments will assist students in defining and developing concepts that foster the development of a cohesive body of work. Through this process, students will be engaged in the practice of public speaking and challenged to develop critical thinking. Prerequisite: ART 304. Fall and Spring.

318 Painting II (4)

Continuation of studio procedures and techniques explored in ART 218 using oils. Assignments addressing observational painting skills will be followed by assignments in abstraction and mixed media. In addition to gaining technical expertise, students will be expected to begin working in a series of related images. Readings in contemporary art and practice will inform the development of a personal approach to painting. Prerequisite: ART 218. Fall and Spring.

319 Painting III (4)

Opportunity to experiment with ideas, concepts and techniques attained in other two-dimensional studio courses. Students are encouraged to research artists with similar interests, explore a variety of paint and mixed media such as collage or assemblage and experiment with new approaches and formats in painting. Working serially, students begin to develop a personal direction, both technically and conceptually. Prerequisite: ART 318. Fall and Spring.

334 Ceramics II (4)

Continuation of ART 234, with an emphasis on developing advanced skills either in handbuilding or wheel throwing. Advanced glazing techniques: mixing, testing, and application. Students will learn to fire the computer kilns, help with firing the gas and wood kilns, and begin work in a related series of art works. Course will include lectures, demonstrations and critiques. Prerequisite: ART 234. Fall and Spring.

336 Ceramics III (4)

Broad-based assignments that introduce students to working in series that are conceptually based. The work produced and the research on artists, materials, and techniques will be incorporated into a final oral presentation. Students will learn to fire the high fire gas kiln. Course will include lectures, demonstrations and critiques. Prerequisite: ART 334. Fall and Spring.

346 Sculpture II (4)

Builds on the knowledge gained in ART 246 while presenting an investigation of techniques and materials that may include mold making, blacksmithing, casting, carving (wood and stone), clay, plaster, multimedia time arts and fabric. Readings, fieldtrips, demonstrations, discussions, and projects with written and oral critiques are required. Prerequisite: ART 246 or permission of instructor. Fall and Spring.

347 Sculpture III (4)

An in depth exploration of current trends and developments in sculpture and functional forms within the last fifty years. Topics include a variety of contemporary art practices including some professional practices and studio management. Course may include

additional activities ranging from collaborative learning and making, service-learning, class trips and possible end-of-semester exhibitions. Readings, demonstrations, discussions, and projects with written and oral critiques are required. Prerequisite: ART 346 or permission of instructor. Fall or Spring.

350 Contemporary Sculpture Methods (3)

In-depth exploration of current trends and developments in Sculpture within the last fifty years. Topic areas will include contemporary art practices such as New Genre, Intervention, Social Practice, Public Art, Land Art, and Art and Ecology. Course may include additional activities ranging from class trips to end-of-semester exhibitions. Readings, discussions, and projects with written and oral critiques of work required. May be repeated as content varies for a total of 6 hours credit. Open to all majors.

354 Printmaking II (4)

Further exploration of printmaking techniques introduced in ART 254 and the introduction of additional printmaking processes such as stone lithography and large scale woodcut prints. Conceptual development of a theme will also be introduced. Proper display and presentation of prints for exhibition will be discussed. Prerequisite: ART 254. Fall and Spring.

356 Printmaking III (4)

Advanced studio in printmaking, exploration of ideas and individual direction, focusing within a particular medium. Outside reading and research required. Students will begin work on the conceptual and technical direction for their portfolio and produce a cohesive body of prints that demonstrate this technical and conceptual development. Prerequisite: ART 354. Fall and Spring.

364 Photography II (4)

Builds on methodology and skills acquired in ART 264. Digital camera operation and digital workflow, using software such as Adobe Photoshop Lightroom, are emphasized through a series of projects. Assignments addressing technical skills will be followed by assignments emphasizing conceptual exploration. Students must provide their own digital camera. Prerequisite: ART 264 or permission of instructor. Fall and Spring.

366 Photography III (4)

An advanced film-based, darkroom class, building on the knowledge gained in Art 364 while presenting an investigation of techniques and materials that may include pinhole cameras, medium format cameras, advanced printing techniques, and alternative photographic processes. Technical skill and conceptual development are exercised across a broad range of extended investigations. Students must provide their own film camera. Prerequisite: ART 364 or permission of instructor. Fall and Spring.

367 Photographic Lab Management (1)

Students build on skills learned in previous classes and work with the instructor to learn the finer points of maintaining a darkroom. Through practical, hands-on lab experience, students will gain a greater knowledge of both chemical and mechanical aspects of darkroom practice. May be repeated as content varies for a total of 3 hours credit. Prerequisites: ART 264 and permission of instructor.

400, 401 B.A. Seminar I, II (3, 3)

The capstone studio courses 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 is required. ART 400 pre- or corequisite: completion of all ART courses required for the B.A. degree. ART 401 prerequisite: ART 400. Fall and Spring.

404 Drawing IV (4)

Drawing projects are student-driven with the goal being the development of ideas through extensive research, exploration and experimentation. Class interactions will involve both informal and formal critiques, time in the studio, and lectures that are specifically focused on an understanding of historical and contemporary artwork and practice. Individual concept and personal direction are emphasized. Included are individual and group critiques and a final oral presentation. For B.A. candidates, this course will be used as preparation for the senior group exhibition. Upon completion B.F.A. students will be prepared to begin their capstone sequence. Prerequisite: ART 305. Fall and Spring.

418 Painting IV (4)

Exploration of painting concepts, working serially and in depth with considerable research is expected. Individual concept and personal direction are emphasized. Included are individual critiques, group critiques, and a final oral presentation. For B.A. candidates, this course will be used as preparation for the senior group exhibition. Upon completion, B.F.A. students will be prepared to begin their capstone sequence. Prerequisite: ART 319. Fall and Spring.

434 Ceramics IV (4)

Students will work independently developing a sequential, cohesive body of work. Extensive research will continue on artists, materials, and techniques. Students will be responsible for all their own firings. Students will keep journals that include class notes, research, and firing schedules. The course includes individual and group critiques, and a final oral presentation. For B.A. candidates, this course will be used as preparation for the senior group exhibition. Upon completion, B.F.A. students will be prepared to begin their capstone sequence. Prerequisite: ART 336. Fall and Spring.

446 Sculpture IV (4)

Students will combine advanced techniques and concepts with unique artistic goals to develop a cohesive body of work for exhibition. Individual direction is stressed and supported. Coursework will involve written and oral critiques of progress. Individual concept and personal direction are emphasized. Included are individual critiques, group critiques, and a final oral presentation. For B.A. candidates, this course will be used as preparation for the senior group exhibition. Upon completion, B.F.A. students will be prepared to begin their capstone sequence. Prerequisite: ART 347. 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 chair of Education department.

454 Printmaking IV (4)

A continuation of the individualized study begun in ART 356. Outside reading and research required. Included are individual critiques, group critiques, and a final oral presentation. For B.A. candidates, this course will be used as preparation for the senior group exhibition. Upon completion, B.F.A. students will be prepared to begin their capstone sequence. Prerequisite: ART 356. Fall and Spring.

464 Photography IV (4)

Exploration of ideas in depth and preparation for the senior portfolio and group exhibition in photography. Individual direction is stressed and students are expected to provide their own equipment. Included are individual critiques, group critiques, and a final oral presentation. For B.A. candidates, this course will be used as preparation for the senior group exhibition. Upon completion, B.F.A. students will be prepared to begin

their capstone sequence. Prerequisite: ART 366 or permission of instructor. Fall and Spring.

490-492 Senior Exhibitions I-III (4, 4, 4)

Preparation for senior exhibitions. Allows a student up to 12 hours of credit. Individual studio consultation and exhibition procedures are emphasized. At least 8 hours of ART 490-492 are required for B.F.A. candidates. Professional practices such as writing a resume and photographing artwork will be included. Journal, research paper and oral defense of work are required in each course. At the end of ART 490, all students will have a portfolio review of the work completed during the semester to determine continued enrollment in the B.F.A. program. See Art Department Guidelines for additional information. ART 490 prerequisite: completion of studio concentration courses. ART 491 prerequisite: ART 490. ART 492 prerequisite: ART 491. Fall and Spring.

499 Undergraduate Research in Art (1-4)

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 8 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.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill major or minor requirements.

Courses in Art History (ARTH)

201 Introduction to Art History I (4)

Survey of the history of art and architecture throughout the world from the Paleolithic culture to the Middle Ages. Students examine and compare the historical context, social function, and artistic style of individual works of art and architecture. 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 both art and architecture. Course emphasizes development of visual literacy skills through discussion sessions, writing exercises, and art viewing. Fall and Spring.

202 Introduction to Art History II (4)

Survey of 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. Course emphasizes development of visual literacy skills through discussion sessions, writing exercises, and art viewing. Fall and Spring.

301 History of Architecture (4)

Survey of architecture from the ancient to the contemporary period. It focuses on architects, their choice of design, construction methods, and materials. Students will work with both history and practice in order to come to a successful understanding of critical concepts. Students are required to attend local field trips. See department chair.

302 Internship in Art History (1-4)

An internship with a participating archive, museum, or gallery, arranged individually. Permission of a supervising faculty member is required. May be repeated as content varies for a total of 12 hours credit. Fall and Spring.

303 History of American Studio Craft (4)

A survey course utilizing our unique location in Western North Carolina to examine the history of American studio craft beginning in the late 19th century and ending towards the end of the 20th century. Readings and discussion will evaluate craft artists, the creative process, and organizations and educational institutions, placing them within a context of social and historical events. The main objective is to introduce students to an understanding of craft and the changes that occurred in the field over the 20th century in the United States. Subjects include the Arts and Crafts movement, architecture and the studio media areas of wood, glass, clay, metals and fibers. See department chair.

306 From Animation & Graphic Novels to Cartoons & Comix (4)

Students will read and discuss a diverse selection of works that combine the spoken or written word, and image crossing between two disciplines: animation/cartoons and graphic novels/comic books/comix. The emphasis is on forms of narrative in sequential art that have led to the appearance of the new forms and developments. Prerequisite: 4 hours of 300-400 level ARTH classes. See department chair.

Ancient to Medieval Art**311 Greek Art (CLAS 315) (4)**

Explores the development of Greek art and architecture from the Bronze Age through the Hellenistic period. The course considers how Greek material culture reflects the social, religious, and commemorative preoccupations of ancient Greece. Topics include the art and architecture of Greek cities and sanctuaries; technical advances in art and architecture; the role of major artists; the visual language of Greek religion and myth; and the role of minor arts. Even years Spring.

312 Roman Art (CLAS 316) (4)

Explores the art and architecture of Ancient Rome from the Republican period through the Early Christian period. The course considers how Roman material culture reflects the social, religious, and commemorative preoccupations of ancient Rome. Topics include the art and archaeology of religion; technical advances in architecture and engineering; urbanism and landscape design; the visual arts in public and private contexts; and the interplay of Roman visual culture and politics. Odd years Spring.

320 Medieval Art (4)

A study of ideas and accomplishments in Medieval art and architecture beginning in the Late Roman/Early Christian era and ending in the Late Gothic/Early Renaissance period. There is an emphasis not only on major artists and architects whose works have become part of our world cultural heritage but also on works in a variety of mediums encouraging cross-disciplinary interactions. Oral presentations will be required. See department chair.

Renaissance to Present Day Art**330 Renaissance Art (4)**

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. Emphasis will be placed on reading critical texts and developing methods for individual criticism. See department chair.

340 Art of the 17th and 18th Centuries (4)

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. Course assignments emphasize group discussion, oral presentation, and research involving the interpretation of objects and critical texts. Odd years.

350 Nineteenth Century Art (4)

Surveys international artistic developments from the late 18th century through the turn of the 20th century. It emphasizes the political, philosophical, and technological changes that marked this period, contributing to dramatic shifts in artistic style, subject matter, production methods, and patronage. Students will investigate interdisciplinary approaches to art historical interpretation through group discussion and writing exercises. See department chair.

360 Modern Art and Modernism (4)

Explores the concept of Modernism within a set of artistic practices and critical debates concerning major aesthetic developments, key people, and significant art works from 1900 through 1945. Students will investigate interdisciplinary approaches to art historical interpretation through group discussion and writing exercises. Odd years.

365 Art Since 1945 (4)

Examines artistic production since 1945 in the United States, Europe, and emerging global centers of art. Beginning with Abstract Expressionism and ending with present day forms of new media, this course highlights recent shifts in art-making practices and their relation to changing social, cultural, and historical circumstances. Students will engage themes contingent to the formation of personal and collective identity through course material and writing assignments. See department chair.

World Art**381 Art in Latin America (4)**

Examines the diversity within the art and architecture produced in Latin America from the ancient indigenous cultures through colonialism to the present. Oral presentations will be integrated with group discussion. Fall.

385 African Art (4)

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, through the royal art produced in the pre-colonial and colonial time periods, into the present-day African Diaspora. Students will learn a comprehensive approach to art from different regions, cultural affiliations, and time periods. Course assignments emphasize group discussion, oral presentation, and research focused on art in context and interdisciplinary connections. Even years.

386 Arts of the African Diaspora (4)

Investigates African American artistic expressions from their beginnings to the present day. Students will trace the transatlantic origins of the different art forms, finding their continuation in all aspects of African American visual culture, including more recent influences of European expat communities and the global art world. Including both a historic survey giving a broad overview and individual artist case studies will allow for more in-depth investigations. Emphasis will be placed on honing information literacy, writing, and discussion skills. Even years.

410 Modern Art of Brazil and Mexico (4)

Focuses on the main developments of modern and contemporary art in Brazil and Mexico. Touching on current critical issues, students will compare and contrast the distinct artistic developments in the two Latin American countries through research projects. Emphasis will be placed on forming interdisciplinary connections. Prerequisite: 8 hours of 300-400 level ARTH classes. See department chair.

Additional Art History Offerings**420 Museum Studies (4)**

Introduces students to the history of museums, museum exhibition and collecting practices, and debates concerning the philosophical nature of museums. While discussing the past, this course will also examine current issues in the museum profession and challenges facing museums in the twenty-first century. Trips to area museums, exposure to professionals and scholars, and hands-on experiences enable students to learn techniques of object handling, archival research, and interpretive label and catalogue writing. Prerequisite: 8 hours of 300-400 level ARTH classes. See department chair.

460 Issues in Art History (4)

Seminar incorporating advanced readings, class discussion, and student research in the exploration of current ideas about a specialized topic in art history. Emphasis will be placed on honing information literacy, writing, and presentation skills. May be repeated as content varies for a total of 12 hours credit. Prerequisite: 8 hours of 300-400 level ARTH classes. See department chair.

480 Theories and Methods in Art History (4)

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 interdisciplinary scholarship as well as the work of particular scholars 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 critical inquiry and interpretation, presentation skills, and expository writing. Prerequisites: 8 hours of 300-400 level ARTH classes. See department chair.

484 Senior Research Seminar I (4)

The first of two courses in the senior capstone, this seminar provides students with an opportunity to develop a unique scholarly topic that will later become the focus of the capstone project. Offering an overview of alternative approaches to conducting research in art history, this course focuses on practical issues related to developing a proposal for in-depth research. Project proposals must be approved by the instructor of ARTH 484. Emphasis will be placed on research skills and information literacy. Demonstration of oral and computer competency is a strong component of the course. Prerequisite: 24 hours of ARTH classes. Fall and Spring.

485 Senior Research Seminar II (4)

The second of two courses in the senior capstone, students conduct research in art history for their capstone project. Students will complete a scholarly paper on a departmentally-approved topic chosen in ARTH 484, and give a formal presentation of their work at an approved symposium, conference, or event. Emphasis will be placed on peer review, editing, writing and presentation skills. Prerequisite: Completion of ARTH 484 with a grade of C or higher. Fall and Spring.

499 Undergraduate Research in Art History (1-4)

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 8 hours credit. See department chair.

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.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill major or minor requirements.

ARTS (ARTS)

Professor Bond (Director)

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.

Courses in Arts (ARTS)**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). Fall and 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 corequisite: 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.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill the LAC Arts and Ideas requirement.

ASTRONOMY (ASTR)

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

A minor in astronomy complements related natural sciences and mathematics offerings. The goal of the astronomy minor is to broaden the student's intellectual perspective through the application of basic science to the universe. Those students with a professional interest in astronomy should consider combining the astronomy minor with a physics major since a thorough grounding in fundamental physics is required for graduate study in astronomy.

Students in the minor program will have access to unique research facilities, such as Lookout Observatory on the UNC Asheville campus, as well as other remotely accessible observatories. Lookout Observatory is fully equipped with advanced instrumentation for imaging and spectroscopy, and is suitable for hands-on student projects. UNC Asheville is a member institution in the North Carolina Space Grant Consortium, which provides funds to support related educational and research activities. Students in good academic standing are eligible to apply for North Carolina Space Grant scholarships.

Minor in Astronomy

18 hours in Astronomy: ASTR 105, 321, 322, 411, 412, 430, 431. Note the upper level ASTR courses have prerequisites of MATH 191, 192, 291; PHYS 221, 222.

University-wide minimum requirements for a minor: 1) one-half of the hours required for a minor must be completed in residence at UNC Asheville, to include at least 6 hours at the 300-400 level; 2) students must have a cumulative grade-point-average of at least 2.0 on minor courses taken at UNC Asheville.

Courses in Astronomy (ASTR)**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 Liberal Arts Core laboratory science requirement. Fall and Spring.

321, 322 Astrophysics I, II (3, 3)

Physical processes applied to astronomical phenomena, including interstellar medium, star and planet formation, stellar structure and evolution, atmospheric structure, nebulae, galaxies, black holes, and evolution of the universe. ASTR 321 prerequisites: ASTR 105; PHYS 222. ASTR 322 prerequisite: ASTR 321. ASTR 321: Odd years Fall. ASTR 322: Even years Spring.

411, 412 Observational Astronomy I, II (1, 1)

Advanced techniques in observational astronomy. Students will carry out a research project, either in optical or radio astronomy. They will give written and oral reports of their results at the end of the semester. ASTR 411 prerequisite: ASTR 105. ASTR 412 prerequisite: ASTR 411. ASTR 411: Even years Fall. ASTR 412: Odd years Spring.

430, 431 Advanced Topics in Astronomy I, II (3, 3)

Examination of a current development in advanced astronomy. Areas covered may include cosmology, stellar astronomy, gamma ray bursts, black holes, radio and optical astronomy. ASTR 430 prerequisites: ASTR 105, PHYS 222. ASTR 431 prerequisite: ASTR 430. ASTR 430: Even years Fall. ASTR 431: Odd years Spring.

171-4, 271-4, 371-4, 471-4 Special Topics in Astronomy (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 Physics department chair.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill major or minor requirements.

ATMOSPHERIC SCIENCES (ATMS)

Professors D. Miller (Chair), Huang; Associate Professors Godfrey, Hennon

The Atmospheric Sciences Department offers a B.S. degree with three concentrations that prepare students for employment upon graduation or for further studies at the graduate level. The Broadcast Meteorology concentration prepares students for a career of communicating weather forecasts to the public using a variety of media resources, in addition to learning the basics of weather forecasting and analysis. Both the Climatology and Weather Forecasting 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 Broadcast Meteorology

- I. Required courses in the major—34 hours, including: ATMS 103 or 113, 205, 230, 241, 251, 261, 305, 310, 320, 328, 350, 410, 411, 455. CSCI 181 may be substituted for ATMS 230.
- II. Required courses outside the major—34 hours distributed as follows: CHEM 132; DRAM 213; MATH 191, 192, 291; MCOM 201; PHYS 221, 222; VMP 205.
Recommended electives: Broadcast Journalism courses.
- III. Special departmental requirements—Major competency is demonstrated by a senior comprehensive exam. Oral competency is demonstrated as part of the senior comprehensive examination and by the production of a taped weather forecast. Formal preparation for the senior comprehensive examination is in ATMS 410 and 411. Computer competency is demonstrated through completion of either ATMS 230 or CSCI 181.

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—40 hours, including: ATMS 103 or 113, 205, 223, 230, 241, 251, 261, 305, 310, 320, 405, 410, 411, 420, 455, and 3 additional hours of ATMS at the 300-400 level. CSCI 181 may be substituted for ATMS 230.
- II. Required courses outside the major—26 hours distributed as follows: CHEM 132; MATH 191, 192, 291, 394; PHYS 221, 222. Additional courses in Statistics and Mathematics 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 ATMS 230 or CSCI 181.

Concentration in Weather Forecasting

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

- I. Required courses in the major—40–41 hours, including: ATMS 103 or 113, 205, 230, 241, 251, 261, 305, 310, 320, 350, 410, 411, 455; 6–7 hours chosen from ATMS 223,

- 355, 405 or ENVR 338, and 3 additional hours of ATMS at the 300-400 level. CSCI 181 may be substituted for ATMS 230.
- II. Required courses outside the major—26 hours distributed as follows: CHEM 132; MATH 191, 192, 291, 394; PHYS 221, 222. Additional courses in Statistics and Mathematics 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 ATMS 230 or CSCI 181.

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

A minimum of 20 hours in Atmospheric Sciences with at least 6 hours at the 100-200 level and at least 6 hours at the 300-400 levels.

University-wide minimum requirements for a minor: 1) one-half of the hours required for a minor must be completed in residence at UNC Asheville, to include at least 6 hours at the 300-400 level; 2) students must have a cumulative grade-point-average of at least 2.0 on minor courses taken at UNC Asheville.

Courses in Atmospheric Sciences (ATMS)

- 103 Introduction to Meteorology (3)**
An introduction to meteorology and climatology. This course will focus on the basics of understanding the weather, including how weather observations are made and used. Atmospheric science majors may substitute ATMS 113 for ATMS 103. (Students may not receive credit for both ATMS 103 and 113.) Fall.
- 111 Understanding the Atmosphere Lab (1)**
Introduction to meteorology lab. A significant portion of the laboratory sessions will be spent outside observing weather elements. Corequisite: ATMS 113. Fall.
- 113 Understanding the Atmosphere (3)**
An introduction to meteorology and climatology. This course focuses on the basics of understanding the weather, including how weather observations are made and used. Atmospheric Science majors may substitute ATMS 113 for ATMS 103. Students may not receive credit for both ATMS 103 and 113. Fall.
- 205 Weather Analysis (1)**
Basic plotting of the various weather codes, fundamentals of map analysis, basic techniques of weather forecasting. Prerequisite: ATMS 103 or 113 or permission of instructor. Fall.
- 223 Physical Climatology (3)**
Causes of spatial and temporal climate variation from a physical perspective, with special emphasis on energy balance, feedback mechanisms, and climate modeling. Prerequisite: ATMS 103 or 113 or permission of instructor. Even years Fall.

- 230 Fortran for Meteorologists (3)**
Basic Fortran 90 computer programming tailored for meteorological applications. Topics include algorithm development, program writing and execution, and data manipulation. Prerequisite: MATH 167 or equivalent. Spring.
- 241 Geography in Meteorology (1)**
An introductory lab course to study maps, the physical earth, physical geography and climate. Corequisite: ATMS 103 or 113. 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 113; 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 113; 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. Pre-or corequisite: MATH 192. Fall.
- 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; pre- or corequisite: MATH 291. 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 physical principles of meteorological instruments, including static and dynamic sensor performance, sensor limitations, and major error sources, with an emphasis on practical applications. Prerequisite: ATMS 103 or 113 or equivalent training. Pre- or corequisite: ATMS 305. Fall.
- 325 Geographic Information Systems in Meteorology (3)**
Introduces students to the field of Geographic Information Systems (GIS) and demonstrates its applications to meteorology, climatology, and hydrology. Through a series of lectures and computer lab exercises, students will gain an understanding of basic GIS theory, principles, software, and data formats. They will learn how GIS is being utilized in the Atmospheric Sciences and Meteorological communities. Prerequisite: ATMS 205 or permission of instructor. See department chair.

- 328 Broadcast Meteorology (3)**
Introduction to weather basics, newswriting, reporting, and preparation and presentation of weathercasts. Students will acquire communication and presentation skills and on-camera weather broadcasting experience. Prerequisite: ATMS 205 or permission of instructor. See department chair.
- 345 Tropical Meteorology (3)**
An introduction to tropical climatology, tropical cyclones, observation techniques, tropical waves, ENSO, and connections between the tropics and mid-latitudes. Corequisite: ATMS 305. Even years Fall.
- 350 Weather Forecasting (3)**
The science and techniques of weather forecasting, applications of map analysis and numerical guidance. Prerequisite: ATMS 205. Spring.
- 355 Physical Oceanography (3)**
An examination of the world's oceans from a physical perspective, with a particular focus on how oceans interact with the atmosphere. Topics include ocean structure, observation techniques, energy budget, surface and deep water currents, Ekman theory, coastal processes and tides, wave theory, and numerical modeling. Prerequisites: MATH 167; one course from ATMS 103 or 113 or ENVR 130. Odd years Fall.
- 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)**
Statistical methods used in climatology, operational weather forecasting, and meteorological research applications. Topics include statistical characteristics of meteorological data, particularly probability distributions and correlation structures, hypothesis testing, forecast evaluation techniques, and other research topics. Prerequisites: ATMS 251, 261; MATH 291. 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.

464 Scientific Writing (3)

Writing and research strategies, particularly for meteorological applications. Topics include literature reviews, critical reading, improving writing practices, various types of scientific writings, and presentation skills. Prerequisites: ATMS 103 or 113, and Junior standing. Fall.

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 concurrently with ATMS 490. May not earn more than 3 hours credit for ATMS 381, 382, 383 in addition to the credit for 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.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill major or minor requirements.

BIOLOGY (BIOL)

Professor Forrest (Chair); Associate Professors Clarke, Horton, Meigs, Nicolay, Ward; Assistant Professors Hale, Seaton; Lecturers Kaur, Kennedy

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.

Biology majors must complete one of three concentrations to earn the Bachelor of Science degree. Students 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. Those who wish to pursue graduate studies in ecology, conservation biology, evolutionary biology or animal behavior should select the Ecology and Evolutionary 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.
- 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 and oral competencies are satisfied by completion of BIOL 480 or 498 with a grade of C or higher.

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 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 320, 322, 331–336, 340, 350, 351, 356, 357, 360, 365, 442 or ENVR 341, 343, 348, 360, 384; and either BIOL 444, or both CHEM 222 and 232.

Concentration in General Biology

18–20 hours, including five 300–400 level Biology courses, with at least one course from each of the following groups:

1. BIOL 344, 423, 443, 444
2. BIOL 338, 339, 345, 455
3. BIOL 322, 331–336, 340, 350, 351, 356, 360

Biology with Teacher Licensure

Students who wish to receive teacher licensure in 9–12 Biology must complete all requirements for one of the concentrations in Biology as well as PHYS 131 and the additional requirements indicated in the Education section of the catalog. Students completing the General Biology concentration for their major may use PHYS 131 as a substitute for one of the

300-400 level required Biology elective courses in the concentration. Students who wish to receive licensure in 9–12 Comprehensive Science must complete ENVR 105, 130, PHYS 131 and 231 in addition to the required courses for the Biology concentration and the required courses in Education. 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.

University-wide minimum requirements for a minor: 1) one-half of the hours required for a minor must be completed in residence at UNC Asheville, to include at least 6 hours at the 300-400 level; 2) students must have a cumulative grade-point-average of at least 2.0 on minor courses taken at UNC Asheville.

Courses in Biology (BIOL)

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)

Study of introductory botany and uses of plants by humans. Topics include environmental issues, nutrition, biotechnology, agriculture, drugs, and culinary and medicinal herbs. Presented with an emphasis on fundamental concepts in science while also stressing social issues that arise from our relationship to plants. Lectures are supplemented by outdoor activities. Spring.

115 Concepts in Ecology and Evolution (4)

Introduction to basic concepts in evolutionary biology and ecology. The laboratory emphasizes data analysis and scientific writing. Pre- or corequisite: CHEM 132. Fall.

116 Principles of Cellular and Molecular Biology (4)

Class and laboratory provide an 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. The laboratory focuses on a survey of the major animal phyla. Prerequisites: BIOL 115, 116 and 8 hours of chemistry for biology majors; ENVR 241 for environmental studies majors. Spring.
- 211 Principles of Botany (4)**
Class and laboratory provide an 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. Laboratory requires dissection of the cat. 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.
- 320 Marine Biology (4)**
Class, laboratory, and field experiences provide an interdisciplinary introduction to the study of coastal estuarine and salt-water environments. Emphasis will be on marine biota and their interactions with physical, chemical, and geological forces. Course includes a field survey of coastal habitats in the southeastern United States. Prerequisites: BIOL 210 or 211; CHEM 132. Every other summer.
- 322 Tropical Ecosystems (ENVR 322) (3)**
Study of the important organisms, habitats, and ecosystems characteristic of the tropical world. Emphasis will be on ecological and evolutionary theory, biodiversity, and need for species/habitat conservation. Prerequisite: BIOL 210 or 211, or ENVR 241. Odd years Fall.
- 323 Tropical Ecosystems Field Experience (ENVR 323) (2)**
Field trip (two weeks) to study tropical organisms and ecosystems in Central America. Expenses paid by participants. Corequisite: BIOL 322. Winter break following BIOL 322.
- 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)**
Lecture and laboratory course designed to acquaint the student with morphology, taxonomy, ecology and phylogeny of invertebrates. Prerequisites: BIOL 115 or 210 or permission of instructor. Odd years Fall.

333 Vertebrate Zoology (4)

Class and laboratory 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 Plant Morphology: Diversity and Evolution of the Plant Kingdom (4)

Class and laboratory study of the morphology, evolution, diversity, and identification of plants with particular emphasis on non-flowering plants. Human uses and ecological considerations are examined as each group is introduced. Students will learn the features of all major lineages of plants with emphasis on modes of sexual reproduction, ecology, evolutionary history, and identification both in the field and laboratory. Outdoor laboratories provide an opportunity to learn about the ecology of plants and the communities and habitats of the Southern Appalachians. Prerequisite: BIOL 211. Even years Spring.

335 Flowering Plant Systematics (4)

Class and laboratory study of the diversity, evolution, natural history, and economic importance of flowering plants. Students will learn important features of angiosperm families and the phylogenetic relationships of these families with emphasis on floral morphology, modes of sexual reproduction, and use of taxonomic keys for identification both in the field and laboratory. Additional topics include ecology, pollination biology, biogeography, molecular evolution, and plant secondary chemistry. Outdoor laboratories in high quality natural areas provide a venue for learning the spring flora of the Southern Appalachians. Prerequisite: BIOL 211. Odd years Spring.

336 Parasitology (4)

Class and laboratory study of comparative morphology, physiology, ecology, disease processes and systematics of major parasitic phyla. Emphasis is placed on understanding the ecology and adaptive mechanisms that enable a parasite to live within the body of a host. Prerequisites: BIOL 115 or 116; 210. Odd years Fall.

338 Mammalian Physiology (4)

Analysis of mammalian organ physiology using humans as the primary example. Laboratory involves experimentation and demonstration of important concepts. Credit cannot be applied toward the Biology major if student has credit for BIOL 455. Prerequisites: BIOL 116; CHEM 132. Spring.

339 Microbiology (4)

Class and laboratory provide an introduction to structure, physiology, metabolism and identification of some of the more important microorganisms. Prerequisites: BIOL 116; CHEM 132. Spring.

340 Ornithology (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 with credit for ENVR 348 may not receive additional credit for BIOL 340. Prerequisite: BIOL 210. Odd years Spring.

344 Cell Biology (4)

Class and laboratory 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)**
Class and laboratory examine 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. Odd years Fall.
- 350 Vertebrate Field Zoology (4)**
Students develop skills necessary for conducting field research with vertebrates. Emphasis is on identification, quantitative sampling, experimental design, data analysis and critical thinking. The laboratory focuses on the identification of native vertebrates. 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.
- 357 Mycology (4)**
An introduction to the fungal kingdom with a focus on the fleshy fungi. Topics include classification and diversity of fungi, the economic importance of fungi in terms of both beneficial (*e.g.* yeast) and harmful (*e.g.* pathogens) species, and the ecological roles of fungi as decomposers, nutrient cyclers, and mycorrhizae. The lab portion of the course will include forays for collecting fungi and field identification, as well as microscopy techniques for identifying fungi. Prerequisite: BIOL 210 or 211. Even years Fall.
- 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. Laboratory exposes students to methodology of behavioral research. 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. Odd years Fall.

442 Forest Ecology (4)

Class and laboratory activities will offer an overview of the different forest ecosystems in our region, their ecological significance and economic importance. Discussions will include management strategies at the local, state and federal level, current threats (including air pollution, climate change and biological invasion) and how these threats disrupt evolved ecological interactions. Prerequisite: BIOL 211 or ENVR 241. Odd years Spring.

443 Genetics (4)

Class and laboratory study of fundamental principles of inheritance as applied to living organisms, 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)

Class and laboratory examine structure and function of biomolecules and 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. Even Years 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.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill major or minor requirements.

BUSINESS

See Management and Accounting

CHEMISTRY (CHEM)

Associate Professor Holt (Chair); Professors Heard, Holmes, Krumpke; Associate Professors Allen, C. James, Wasileski; Assistant Professor A. Wolfe; Visiting Assistant Professor Love; Lecturer Schmeltzer

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—30 hours, including: CHEM 145, 222, 231, 232, 236, 237, 314, 328, 332, 334, 336, 380, 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

16-17 hours distributed as follows: CHEM 315, 335, 413, 416, 417, 418, 428, 429; one 2-3 hour upper-level CHEM course (CHEM 390, 411 or 499 cannot be used to fulfill this requirement). MATH 291 and MATH 365 are recommended for those planning on graduate study in chemistry.

Bachelor of Science Degree—Concentration in Biochemistry

21–22 hours as follows: CHEM 315, 335, 413, 416, 417, 418, 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 (CHEM 390, 411 or 499 cannot be used to fulfill this requirement); 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 (CHEM 390, 411 or 499 cannot be used to fulfill this requirement).

Bachelor of Arts Degree—Concentration in Biochemistry

20 hours as follows: CHEM 406, 407, 408, 437, and 3 additional hours of 300-400 level course work in CHEM (CHEM 390, 411 or 499 cannot be used to fulfill this requirement); 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 in 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. The chemistry research requirements and competency are satisfied by successfully completing EDUC 456 and required courses in Chemistry.

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 145 and 231 with a grade of C or higher,
2. complete MATH 191, and
3. be enrolled in, or have completed CHEM 232.

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

22 hours including CHEM 145, 231, 236, 328; and 12 additional hours in chemistry (8 of which must be at the 300 or 400 level). CHEM 390, 411 or 499 cannot be used as part of the 12 additional hours.

University-wide minimum requirements for a minor: 1) one-half of the hours required for a minor must be completed in residence at UNC Asheville, to include at least 6 hours at the 300-400 level; 2) students must have a cumulative grade-point-average of at least 2.0 on minor courses taken at UNC Asheville.

Courses in Chemistry (CHEM)

109 The Food of Chemistry (4)

A lecture and laboratory course that incorporates chemistry content and experimentation with food and food-related issues. Topics covered include molecular structure and bonding, intermolecular interactions, energy, molecular reactions and stoichiometry. Students will utilize the scientific method to evaluate the physical and chemical properties and changes involved in food and cooking and how these properties and changes are dictated by molecular structure. Students do not need a strong math background to enroll. Fall.

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. Does not count for the major or the minor in Chemistry. Students should have a thorough background in high school algebra before they enroll in 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. May be repeated for a total of 2 hours credit. 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.

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. May be repeated for a total of 2 hours credit. 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. Fall.

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 232; 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. 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. Fall.

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. May be repeated for a total of 6 hours credit. 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 380. 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.

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. (An IP grade may be given). CHEM 416 prerequisite: CHEM 380. CHEM 417 prerequisite: CHEM 416. CHEM 418 prerequisite: CHEM 417. 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. Prerequisites: 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.

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. See department chair.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill major or minor requirements.

CLASSICS (CLAS)

Associate Professor Holland (Chair); Professor Mills; Associate Professor Hook; Assistant Professor Butera; Lecturer Taylor

The department offers five concentrations: Greek, Latin, Greek and Latin, Classical Studies, and 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—at least 30 hours, including 18 hours of Greek language courses chosen from CLAS 320, 330, 340, 400, 410, 450, 460; 3-4 hours from the Classical Civilization courses; 6 hours chosen from CLAS 211 (if taken before enrolling in upper level Greek language courses), 300-400 level Classics language courses, additional Classical Civilization courses, or special topics courses covering Greek themes; and CLAS 498. Using special topics courses to fulfill major requirements needs prior approval of the department chair.
- II. Required courses outside major—None. Courses dealing with the Greco-Roman world offered by other departments may be substituted for the Classical Civilization course with prior approval of department chair. Competency at the intermediate level in Latin, French or German is recommended.
- III. Other departmental requirements—Major and oral competency will be demonstrated by comprehensive departmental examinations consisting of 3 hours of written Greek translation, one hour of essays on Classical culture, a one-hour oral examination on literature, history, and culture based on student readings over the course of study. Formal presentation of research conducted in CLAS 498 will be part of the demonstration of competency. Writing and information literacy competencies will be demonstrated in CLAS 498.

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—at least 30 hours, including 18 hours of Latin language courses chosen from CLAS 313, 332, 352, 412, 422, 432, 452, 462; 3-4 hours from the Classical Civilization courses; 6 hours chosen from CLAS 212 (if taken before enrolling in upper level Latin language course), 300-400 level Classics language courses, additional Classical Civilization courses, or special topics courses covering Latin themes; and CLAS 498. Using special topics courses to fulfill major requirements needs prior approval of the department chair.
- II. Required courses outside major—None. Courses dealing with the Greco-Roman world offered by other departments may be substituted for the Classical Civilization course with prior approval of department chair. Competency at the intermediate level in Greek, French or German is recommended.
- III. Other departmental requirements—Major and oral competency will be demonstrated by comprehensive departmental examinations consisting of 3 hours of written Latin translation, one hour of essays on Classical culture, a one-hour oral examination on literature, history, and culture based on student readings over the course of study.

Formal presentation of research conducted in CLAS 498 will be part of the demonstration of competency. Writing and information literacy competencies will be demonstrated in CLAS 498.

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—at least 36 hours, including 21 hours of Greek and Latin language courses (with at least 6 hours in each language) chosen from 313, 320, 330, 332, 340, 352, 400, 410, 412, 422, 432, 450, 452, 460, 462; 3-4 hours from the Classical Civilization courses; 9 hours chosen from CLAS 211, 212 (if taken before enrolling in upper level language courses), 300-400 level Classics language courses, additional Classical Civilization courses, or special topics courses covering Greek and Latin themes; and CLAS 498. Using special topics courses to fulfill major requirements needs prior approval of the department chair.
- II. Required courses outside major—None. Courses dealing with the Greco-Roman world offered by other departments may be substituted for the Classical Civilization course with prior approval of department chair. Competency at the intermediate level in French or German is recommended.
- III. Other departmental requirements—Major and oral competency will be demonstrated by a comprehensive departmental examination consisting of 3 hours of written Greek and Latin translation, one hour of essays on Classical culture, a one-hour oral examination on literature, history and culture based on student readings over the course of study. Formal presentation of research conducted in CLAS 498 will be part of the demonstration of competency. Writing and information literacy competencies will be demonstrated in CLAS 498.

Concentration in Classical Studies

This program is recommended for those students who have interest in the general culture of the ancient world and do not necessarily desire a high level of proficiency in Latin or Greek, or for those who simply wish to broaden their education. This concentration is not recommended for students who wish to go to graduate school in Classics or Archaeology.

- I. Required courses in the major—37 hours, including 3 hours from CLAS 250 or 354; 4 hours from 315 or 316; 3 hours from 350 or 356; 6 hours from 343, 344, 345; 6 hours from Greek or Latin language courses; 12 additional hours of Classics courses at the 300-400 level; and CLAS 498. ANTH 225, PHIL 250 or 255 may be substituted for 3 of the 12 additional hours. Other elective courses may also be substituted with prior approval of department chair.
- II. Required courses outside major—None.
- III. Other departmental requirements—Major and oral competency will be demonstrated by a final examination consisting of one hour of written translation in Latin or Greek, one hour on a prepared essay topic, two hours on unprepared essay topics, a one-hour oral examination on literature, history and culture based on student readings over the course of study. Formal presentation of research conducted in CLAS 498 will be part of the demonstration of competency. Writing and information literacy competencies will be demonstrated in CLAS 498.

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 an emphasis in Greek, Latin or Classical Studies. University-wide minimum requirements for a minor: 1) one-half of the hours required for a minor must be completed in residence at UNC Asheville, to include at least 6 hours at the 300-400 level; 2) students must have a cumulative grade-point-average of at least 2.0 on minor courses taken at UNC Asheville.

Greek emphasis: at least 18 hours, including 15 hours of Greek courses beyond the introductory level and 3-4 hours from Classical Civilization courses.

Latin emphasis: at least 18 hours, including 15 hours of Latin courses beyond the introductory level and 3-4 hours from Classical Civilization courses.

Classical Studies emphasis: at least 18 hours, including 3 hours from a Greek or Latin language course beyond the introductory level, and at least 15 hours from Classical Civilization courses or other electives substituted with prior approval of department chair.

Courses in Classics (CLAS)

Courses in Greek

103, 104 Greek I, II (4, 4)

Introductory study of ancient Greek as the vehicle of the Classical and Christian heritage. The courses cover grammar, vocabulary, and syntax. Integrated laboratory study will prepare students to begin reading Greek literature by the end of the introductory sequence. Fall and 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. See department chair.

320 New Testament Greek (3)

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 or Odyssey. Course includes discussion of epic poetry, oral composition, and practice in Homeric morphology and scansion. May be repeated as subject matter changes for a total of 6 hours credit. 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.

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) (4)

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. A study of literature that includes lectures, discussions, in-class writing, techniques for drafting, developing, shaping, revising, and editing work, supportive feedback, and individual meetings for the development of significant projects and for the assessment of work. Every other year.

Courses in Latin

101, 102 Latin I, II (4, 4)

Introductory study of Latin as the vehicle of the Western heritage from Rome. The courses cover grammar, vocabulary, and syntax. Integrated laboratory study will prepare students to begin reading Latin literature by the end of the introductory sequence. 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. See department chair.

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.
- 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.

Courses in Classical Civilization

These courses may be taken by students in any of the five concentrations, and at least one must be taken to fulfill requirements for 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.
- 315 Greek Art (ARTH 311) (4)**
Explores the development of Greek art and architecture from the Bronze Age through the Hellenistic period. The course considers how Greek material culture reflects the social, religious, and commemorative preoccupations of ancient Greece. Topics include the art and architecture of Greek cities and sanctuaries; technical advances in art and architecture; the role of major artists; the visual language of Greek religion and myth; and the role of minor arts. Even years Spring.
- 316 Roman Art (ARTH 312) (4)**
Explores the art and architecture of Ancient Rome from the Republican period through the Early Christian period. The course considers how Roman material culture reflects the social, religious, and commemorative preoccupations of ancient Rome. Topics include the art and archaeology of religion; technical advances in architecture and

engineering; urbanism and landscape design; the visual arts in public and private contexts; and the interplay of Roman visual culture and politics. Odd years Spring.

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 (RELS 354) (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.

Additional Courses in Classics

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. Prerequisite: senior standing. See department chair.

498 Senior Capstone: Classics in Translation (3)

Senior capstone course taught in translation on varying topics. This interdisciplinary course integrates literary, historical and cultural issues and is required of Classics majors. The course is also open to advanced students in other majors who have completed the Humanities program or similar courses, and are interested in exploring texts and ideas that have influenced 2500 years of Western civilization of technology

throughout. Students will demonstrate Writing and Information Literacy competencies in this course. Prerequisite: Senior standing. Fall.

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.

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.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill major or minor requirements.

COMPUTER SCIENCE (CSCI)

Professors Brock (Chair), Bruce; Associate Professor Cameron; Visiting Assistant Professor Sheaffer; Lecturer Whitley

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, either 181 or 182, 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, and either 251 or 280; PHYS 221, and either 222 or 231; STAT 185 or 225.
- III. Other departmental requirements—Major and oral 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. This concentration prepares students for careers in commercial programming, database management, and mobile and web application development.

- I. Required courses in the major—38 hours, including: CSCI 107, either 181 or 182, 202, 255, 343, 344, 448, 462; and 15 additional hours in CSCI at the 300 level or above.
- II. Required courses outside the major—20 hours: ACCT 215; ECON 306; MATH 191, and either 251 or 280; MGMT 220; STAT 185 or 225.
- III. Other departmental requirements—Major and oral 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, either 181 or 182, 202, 255; and 9 hours in CSCI at the 300 level or above.

University-wide minimum requirements for a minor: 1) one-half of the hours required for a minor must be completed in residence at UNC Asheville, to include at least 6 hours at the 300-400 level; 2) students must have a cumulative grade-point-average of at least 2.0 on minor courses taken at UNC Asheville.

Courses in Computer Science (CSCI)

107 Introduction to Computers and Multimedia (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.

- 181 Introductory Programming for Numeric Applications (3)**
 Problem solving, algorithm development, and data and procedural abstraction with an emphasis on developing scientific applications. Taught using Java and other appropriate technologies. Includes a formal laboratory section using program development tools. Students may not receive credit for both CSCI 181 and 182. Fall and Spring.
- 182 Introductory Programming for Media Applications (3)**
 Problem solving, algorithm development, and data and procedural abstraction with an emphasis on developing applications that interface with the senses. Taught using Java and other appropriate technologies. Includes a formal laboratory section using program development tools. Students may not receive credit for both CSCI 181 and 182. Fall and Spring.
- 185 Internet Client-Side Technology (3)**
 The technology of web documents. Topics include style sheets, dynamic content, database interface, scripting languages, and event handling. Prerequisite: CSCI 107 or NM 231. See department chair.
- 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 181 or 182. Fall and Spring.
- 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 181 or 182. Fall.
- 310 Intermediate Computer Animation (NM 310) (4)**
 Intermediate technical, artistic and critical skills required to create convincing 3-D computer-generated character animation. Students will study the twelve principles of animation, complete exercises and perform improvisations designed to sharpen their skills as character animators. They will also learn the basics of animating to dialogue with emphasis placed on creating entertaining and convincing performances. Students will spend time in class presenting, defending, and improving their work based on formative faculty and peer feedback. Prerequisites: ART 144 or CSCI 181 or 182; NM 222, 251. 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. Even years Spring.

- 331 Operating Systems (3)**
Concepts of operating systems: processes, synchronization, memory management, file systems and security. Prerequisites: CSCI 202, 255. Odd years 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. Even years 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.
- 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. Even years Spring.
- 344 Web Technology (3)**
A class in the development of clients and servers for web applications. Topics include database integration, web site management, and the development of applications with scripting languages such as JavaScript. Prerequisite: CSCI 181 or 182 or permission of instructor. 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.
- 410 Advanced Animation Techniques (NM 410) (4)**
Students will study and utilize advanced design, modeling and animation techniques as they design, texture, rig and animate their own characters. Modeling and animating for games will also be covered, as well as particle animation and compositing in 3-D applications. Students will spend time in class presenting, defending, and improving their work based on formative faculty and peer feedback. Students will also study existing works of animation that illustrate the principles being taught in class. Prerequisite: CSCI 310 or NM 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 202. Odd years 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. See department chair.
- 441 Numerical Analysis (MATH 441) (3)**
The theory and methods behind solving mathematical problems numerically. Topics include polynomial approximation, numerical integration, matrix algebra, solutions to systems of non-linear equations and numerical solutions to differential equations. Prerequisites: MATH 365 or permission of instructor. 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.

Prerequisite: Computer Science majors: Senior standing; Other majors: Permission of instructor. See department chair.

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.

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.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill major or minor requirements.

DRAMA (DRAM)

Professors Bond (Chair), Bowen, Walters; Associate Professor Berls; Assistant Professor Kloeppel; Lecturer Roussanoff

Students majoring in Drama receive an education in the core foundations of the discipline, and then are afforded the opportunity to focus their artistic and educational interests in order to prepare themselves for specific careers. The department's theatre production laboratory, Theatre UNCA, as well as independent productions and professional internship opportunities, provide majors with the opportunity to test the theories and practices they study in the classroom in theatrical presentations for the public. The combination of classroom and practical theatre production learning and collaboration allows Drama majors to engage their creative and critical thinking while honing their skills as artists.

Major in Drama

- I. Required courses in the major—39 hours consisting of 24 hours from the Drama core: DRAM 111, 113, 121, 122, 144, 145, 201, 202, 203, 204, 220, 240; and 15 additional hours from the courses listed below, to include one course from those listed under (A) Performance and Presentation; one course from those listed under (B) Design and Technology; and one course from those listed under (C) History and Literature. At least 9 of 15 hours must be at the 300-400 level.
- II. Required courses outside the major—None.
- III. Other departmental requirements—Major competency is demonstrated through production and performance laboratory experiences with Theatre UNCA. See the Drama department chair for these requirements. Oral competency is demonstrated through successful completion of DRAM 113.

(A) Performance and Presentation

- DRAM 212 Scene Study Techniques (3)
- DRAM 213 The Art of Public Speaking and Presentations (3)
- DRAM 316 Directing for the Stage (3)
- DRAM 318 Applied Theatre (3)
- DRAM 319 Creative Drama (3)
- DRAM 415 Acting Investigations (3)
- DRAM 416 Directing Investigations (3)

(B) Design and Technology

- DRAM 223 The Visual Texts (3)
- DRAM 324 Theatre Technology Investigations (3)
- DRAM 425 Design Investigations (3)

(C) History and Literature

- DRAM 346 Theatre History Investigations (3)

Theatre Arts with Teacher Licensure

Students who wish to major in Drama and complete the requirements for K-12 Theatre Arts must complete the Drama core classes as well as those specified to meet licensure requirements. They must also meet the requirements outlined in the Education section of the catalog.

- I. Required courses in the major—52 hours consisting of 24 hours from the Drama core: DRAM 111, 113, 121, 122, 144, 145, 201, 202, 203, 204, 220, 240; and 28 additional hours from DRAM 212, 316, 319, 324, 380, 416, 425 and six hours of 346.
- II. Required courses outside the major—25 hours: EDUC 210, 211, 314, 346, 455, 456; PSYC 319.
- III. Major competency is demonstrated through production and performance laboratory experiences with Theatre UNCA. See the Drama Department Chair for these requirements. Oral competency is demonstrated through successful completion of DRAM 113. Computer competency is demonstrated through successful completion of DRAM 122.

Declaration of Major in Drama

Students who wish to declare a major in Drama should consult with the chair of the Drama Department for detailed information on fulfilling major, oral and computer competencies. Prior to declaring, all students must complete LANG 120. Students must also complete DRAM 113, and one course from DRAM 111, 121, 122 or 144 with a GPA of 2.0 or better.

Minor in Drama

26 hours, including DRAM 111, 113, 121, 240, 346; either 122 or 212; 2 hours from DRAM 201, 202, 203; and 6 additional hours in DRAM at the 300-400 level.

University-wide minimum requirements for a minor: 1) one-half of the hours required for a minor must be completed in residence at UNC Asheville, to include at least 6 hours at the 300-400 level; 2) students must have a cumulative grade-point-average of at least 2.0 on minor courses taken at UNC Asheville.

Courses in Drama (DRAM)

105 Theatre Practicum (1)

Intensive laboratory experience in one area of theatre production. Subject arranged individually. May be repeated for a total of 4 hours credit. May not be taken by Drama majors and minors. Permission of instructor is required. Grading is S/U. 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 and Spring.

113 The Expressive Voice and Body (3)

Synthesizes basic vocal production techniques with breathing techniques, postural awareness, and movement methods in support of holistic personal expression. The course will also cover such topics as healthy vocal and physical practices, interpretive strategies for text readings, and approaches to vocal and physical characterization. Spring.

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.
- 144 Playscript Analysis for Performance (2)**
Introduction to the techniques of script analysis for the theatre practitioner. Instruction will focus on plays drawn from a variety of eras. Fall and Spring.
- 145 Play Reading (1)**
Reading and discussion of dramatic literature from a variety of periods and genres. Fall and Spring.
- 201 Production Lab: Rehearsal (1)**
Lab in the production environment in the rehearsal process. Areas may include actor, understudy, stage manager, assistant stage manager, and assistant director. Open only to Drama majors and minors. Grading is S/U. Fall and Spring.
- 202 Production Lab: Construction (1)**
Lab in the production environment in the construction process. Areas may include construction (costume, props, set), master electrician, wardrobe supervisor, props master, assistant designer, light hang and focus. Open only to Drama majors and minors. Grading is S/U. Fall and Spring.
- 203 Production Lab: Crew (1)**
Lab in the production environment in the support areas of crews. Areas may include publicity, marketing/front of house, running crews (wardrobe, set, props, make-up) and operator (sound board, light board, multi-media). Open only to Drama majors and minors. Grading is S/U. Fall and Spring.
- 204 Production Lab: Continued Practice (1)**
Lab credit for continued practice of skills in the student's area of interest. Areas may include the rehearsal process, construction process, or production crews. Open only to Drama majors and minors. Grading is S/U. Fall and Spring.
- 212 Scene Study Techniques (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.
- 213 The Art of Public Speaking and Presentations (3)**
An interactive presentation-centered course integrating multiple modes of communication and expression to enhance and transform informative, persuasive, and personal presentations. Students will learn how to incorporate various art forms and technology along with voice and body language techniques to create dynamic, successful, and varied communications that are designed for the needs of their specific audiences. Fall and Spring.
- 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.
- 223 The Visual Texts (3)**
Explores the necessary components needed to "set the stage" in performance-based productions. Topics include costumes, scenery, movement, lighting, and sound. The subject's roots are found in the French expression, "Mise en Scène", and it has been

used as a means for evaluation of film, but its origins are in theatre. Ideas of composition and design are explored in regards to photography, film, dance, concerts, and drama. In addition, the exploration of how a story may be told or supported through visual means will be addressed. Open to all majors. See department chair.

240 Survey of Theatre History (3)

A general overview of theatre history from Ancient Greek to Ibsen. Students will be introduced to major theatre artists, read representative plays, and examine the architecture, technology, and socio-cultural context as they impact the theatre. Prerequisite: DRAM 144. Spring.

316 Directing for the Stage (3)

Analysis and interpretation of the script, blocking and composition, coaching actors, scheduling and leading rehearsals, and coordination of production details through hands-on experience. Prerequisites: DRAM 111, 122, 144, 212. Spring.

318 Applied Theatre (3)

The theory and practice of theatre in non-traditional theatrical settings using actors and non-actors to explore individual and collective transformation. Intersections between theatre and public health, human rights, criminal justice, museum education, or political activism may be examined. See department chair.

319 Creative Drama (3)

Theory and practice of dramatic activities such as story dramatization, storytelling, pantomime, improvisation, puppetry, and theater games as a process for fostering creativity, self-expression, interpersonal skills, and aesthetic awareness. Appropriate for students interested in learning interactive ways to lead and facilitate groups in therapeutic, educational or community settings. See department chair.

324 Theatre Technology Investigations (3)

Covers technical topics such as costume, makeup, scenery, lighting, or sound on a rotational basis. Theoretical and practical aspects of each area will be covered. May be repeated as topics vary for a total of 15 hours of credit. Prerequisite: DRAM 121 or permission of instructor.

346 Theatre History Investigations (3)

Close examination of selected eras, artists, plays, or ideas in theatre history. Topics are covered on a rotational basis. May be repeated as topics vary for a total of 9 hours of credit. Prerequisite: DRAM 240. 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.

380 Methods and Management in Teaching Theatre, Grades 6–12 (4)

Instructional planning, teaching methods, curricular development, classroom management, and assessment as applied to teaching theatre in co-curricular and extracurricular theatre/drama programs in middle and high school settings. Field experience is required. To be taken as part of the Professional Year prior to the Student Teaching Semester (EDUC 455 and 496). Prerequisites: EDUC 314; formal admission to the education department.

415 Acting Investigations (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.

416 Directing Investigations (3)

A continuation of DRAM 316 with an emphasis on directing styles, approaches, conceptualization and production values. Each student will direct for public performance. May be repeated as topics vary for a total of 9 hours of credit. Prerequisite: DRAM 316. Odd years Fall.

425 Design Investigations (3)

Design topics such as costume, scenery, lighting or sound are offered on a rotational basis. Theoretical and practical aspects of design will be covered. May be repeated as topics vary for a total of 12 hours of credit. Prerequisite: DRAM 122 or permission of instructor.

490 Professional and Technical Internship (1-6)

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.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill major or minor requirements.

ECONOMICS (ECON)

Associate Professor Bell (Chair); Professors Konz, Larson, Mathews, J. Sulock; Associate Professor Tatum; Visiting Assistant Professor Mahoney; Lecturers Porter, Zimbalkin

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.

The faculty has a wide range of strengths and interests, including monetary economics and finance, environmental economics, international economics, resource economics, the new institutional economics, experimental economics, behavioral economics, ethical issues in economics, the economics of poverty, economic development, economic history, history of economic thought, and women's studies and the role of women in the economy. This diversity of interests allows the department to help students prepare for employment or studies at the graduate level by creating a course of study consistent with their interests and career goals.

Major in Economics

- I. Required courses in the major—34 hours, including: ECON 101, 102, 301, 302, 365, 380, 480; one course from ECON 316, 406 or 450; 12 additional hours in ECON, at least 3 of which must be at the 300 or 400 level. Students are encouraged to work with their advisors to choose the elective courses that best meet their interests and needs.
- 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. Enrollment in ECON 480 requires completion of ECON 380 with a grade of C or higher.
- 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. Advisors can also provide recommendations for courses from other departments that will complement the student's choice of study.

Economics with Teacher Licensure

A study of economics consistent with teacher licensure requirements. Students seeking middle school or secondary licensure should complete the following program and see the appropriate licensure advisor for additional information.

- 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 ECON, at least 3 of which must be at the 300 or 400 level.
- II. Required courses outside the major—27 hours: HIST 101, 102, 151, 152; POLS 220 or 281; PSYC 319; one course from SOC 200, 210 or 220; STAT 185 or 225. HIST 315 is also required for students seeking 6-9 licensure. In addition, students must complete the required EDUC courses as indicated in the Education section of the catalog.
- 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. Enrollment in ECON 480 requires completion of ECON 380 with a grade of C or higher.
- 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.

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.

University-wide minimum requirements for a minor: 1) one-half of the hours required for a minor must be completed in residence at UNC Asheville, to include at least 6 hours at the 300-400 level; 2) students must have a cumulative grade-point-average of at least 2.0 on minor courses taken at UNC Asheville.

Courses in Economics (ECON)

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 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.

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.

242 Economics of Food (3)

An introduction to the theory of the production and consumption of food. Topics include the role of agricultural and food policy in domestic and international food markets, food aid, the economics of food security, consumer behavior around food purchasing, the economics of obesity, challenges associated with building a sustainable food system, and world food problems such as famines and perpetually repressed agricultural productivity. Even years Fall.

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, and farmland preservation. Prerequisite: ECON 101 or 102. Odd years Fall.

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 Liberal Arts Core Quantitative Perspectives requirement. 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. 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 or 102 or WGSS 100. Even years Spring.

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.

342 Money and the Financial System (3)

A study of analytical frameworks used to understand financial markets and an examination of how the Federal Reserve operates and how monetary policy is conducted. The course also investigates theories explaining the ways in which money and financial institutions can affect the macroeconomy. No credit given to students who have credit for ECON 215. Prerequisite: ECON 101. 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.

355 Open Economy Macroeconomics (3)

A modern macroeconomic framework is developed and used to understand some of the most pressing issues the global economy faces, including those regarding trade imbalances, international capital movements, international financial crises, exchange rate regimes, and reform of the international financial architecture. Prerequisites: ECON 101, 102. Odd years Fall.

360 Mathematical Economics (3)

A study of mathematical techniques used in economic analysis. Prerequisites: ECON 101, 102; MATH 191. See department chair.

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. Odd years Spring.

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)

The first of two classes in the senior capstone experience, this course presents an overview of alternative approaches to the conduct of research in economics. The student will become familiar with the Undergraduate Research Program at UNC

Asheville by developing a proposal for research to be conducted in ECON 480 under the guidance of a member of the Economics faculty who will serve as a mentor. ECON 380 must be taken the semester prior to enrolling in ECON 480. Prerequisite: Eighteen hours in Economics. Fall and Spring.

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)

The final course in the senior capstone experience in which the student conducts research in economics on a subject of the student's personal interest, under the supervision of a mentor from the Economics faculty. The methods, concepts and approaches employed will typically draw upon the student's major courses, including the successful completion of ECON 380. ECON 480 should be taken in a student's final semester. An IP grade may be awarded at the discretion of the instructor. Prerequisite: C or better in ECON 380. 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 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 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.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill major or minor requirements.

EDUCATION (EDUC)

Associate Professor K. Brown (Chair); Professor McGlinn; Associate Professors Ruppert, Sidelnick; Assistant Professors Adcock, Ruffin; Lecturers Chapman, Crave; Director of Teaching Fellows Davis; Technology Coordinator Randall; Outreach Coordinator Kessariss; Recruitment and Retention Coordinator Martinez; Field Placement Coordinator Bodenheimer

The UNC Asheville Teacher Education Program, approved by the Council for the Accreditation of Educator Preparation (CAEP) and the North Carolina Department of Public Instruction (NCDPI), requires completion of a disciplinary major and offers professional education courses required to qualify for North Carolina Standard Professional I Teaching Licensure in the K-6, 6-9, 9-12 and K-12 areas listed below.

All students taking Education courses must purchase a criminal background check and receive a satisfactory report before beginning work in field experience courses. Students should consult the Department of Education Policies and Procedures Manual for specific information related to obtaining North Carolina Standard Professional I Teaching Licensure through UNC Asheville. Visit <http://education.unca.edu> for additional information.

Areas of Licensure and Required Majors

The Department of Education is accredited to recommend candidates for licensure in the following areas.

- Elementary Education (K–6)
- Middle School (6–9): Language Arts, Mathematics, Science, Social Studies
- Secondary Education (9–12): Biology, Chemistry, Comprehensive Science, Earth Science, English, Latin, Mathematics, Physics, Social Studies
- Kindergarten–12 (K–12): Art, Foreign Language (French, German and Spanish), Health and Physical Education, Theatre Arts

Candidates receiving K-12 or 9-12 licensure must complete a specific disciplinary major, which is the core for their licensure area. Middle school licensure candidates (6–9) must complete a major in an appropriate academic discipline, and must complete coursework specific for licensure in one of the following areas: Language Arts, Mathematics, Science or Social Studies. Candidates desiring to teach at the K–6 level may major in any area.

Teacher Education Informal Admission

Once enrolled at UNC Asheville, students interested in teacher licensure should contact the Department of Education to request informal admission to the Teacher Education Program and receive a departmental advisor assignment. They must meet with their advisor upon first interest in the program and at least once each semester thereafter. The advisor will determine if prior course work is applicable to requirements and will develop a plan of study for all courses necessary for licensure.

Teacher Education Formal Admission

For formal admission to the Teacher Education Program, students must complete the following requirements.

- Earn at least 30 semester hours and complete at least 3 semesters of post-secondary education
- Achieve a grade of C or higher in EDUC 210 and a grade of Satisfactory in EDUC 211
- Earn a 2.5 cumulative grade-point average
- Earn a 2.5 cumulative grade-point average on all course work within the major
- Post-baccalaureate students (excluding those seeking K-6 licensure) must attain passing scores on all state-required licensure exams for the desired licensure area(s)

- Undergraduate students must attain acceptable scores as established by the NCDPI on the SAT or ACT, or the PRAXIS I Core Academic Skills for Educators (see appropriate Education advisor for more information)
- Have a satisfactory evaluation on the abilities/characteristics listed on the Dispositions Checklist administered in EDUC 210 and other relevant courses
- Have a satisfactory evaluation of performance in all field experiences
- Self-report any new criminal charges and/or convictions occurring between the criminal background check before the first field experience and completion of the licensure program

Mandated Qualifying Examinations

The North Carolina Department of Public Instruction mandates that all candidates have acceptable scores on the SAT, ACT, or PRAXIS I Core Academic Skills for Educators before being granted formal admission to the Teacher Education Program. Candidates needing Praxis I are expected to take it during the first semester of their licensure program. Passing scores on all state-required licensure exams are required for all candidates seeking licensure.

Licensure for Post-Baccalaureate Candidates

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. Admission to the university requires a cumulative undergraduate GPA of 2.5 or higher.

Post-baccalaureate candidates must meet the same requirements as other UNC Asheville candidates, including having acceptable scores on all state-required licensure exams for the desired licensure area(s), and having a minimum undergraduate GPA of 2.5.

Post-baccalaureate students entering from an undergraduate institution that does not award letter grades or quality points must meet with an Education advisor prior to beginning their licensure program to design a plan of study that includes completion of at least 9 semester hours of non-Education related courses. A grade of C or higher must be earned in each course, and the student must have a minimum cumulative GPA of 2.5.

Requirements for Continuing in the Program

Once formally admitted to the Teacher Education Program, candidates for licensure must demonstrate at least satisfactory achievement in the areas of content knowledge, pedagogy and professionalism by completing the following minimum requirements.

- Receive a grade of C or better in all Education courses and PSYC 319 (a C or better in MATH 211 and 215 is also required if completing K-6 licensure)
- Have satisfactory evaluations on the Dispositions Checklist in relevant courses
- Have satisfactory evaluations of performance in all field experiences
- Self-report any new criminal charges and/or convictions occurring between the criminal background check before the first field experience and completion of the licensure program

Clinical Practice

To be admitted to the Clinical Practice Semester, candidates must be eligible for continuation in the program and complete the following requirements.

- Have a cumulative GPA of 2.5 or higher
- Have completed the requirements for a major in an approved discipline with a GPA of 2.5 or higher in the major courses
- Have completed state-required Evidences 2 and 3
- Have purchased an updated criminal background check and received a satisfactory

report during their capstone methods course

- Have a satisfactory evaluation on the field experience in the capstone methods course
- Have completed a Clinical Practice Application (including personal statement and health screening) signed by the Education advisor, and submitted it to the Coordinator of Field Placements no later than the announced deadline during the semester prior to beginning Clinical Practice

Recommendation for North Carolina Standard Professional I Teaching Licensure

Prior to being recommended for licensure, candidates must successfully complete the Clinical Practice experience, receiving a rating of “Met” on all standards on the Evaluation by North Carolina Local Education Agency (Certification of Teaching Capacity) form, complete state-required Evidences 5 and 6, and attain passing scores on all state-required licensure exams for the desired licensure area (s).

Candidate Requirements

Candidates must meet the following requirements before they can be recommended for licensure.

- Complete an online Informal Admission Form during their first department course
- Complete a Memorandum of Understanding regarding the potential effect criminal convictions may have on those seeking licensure during their first department course
- Purchase a criminal background check and receive a satisfactory report before beginning the first field experience course
- Self-report any new criminal charges and/or convictions throughout their matriculation in the licensure program
- Complete the Requirements for Licensure Contract for formal admission to the Teacher Education program with their Education advisor
- Complete a Placement Request for the Professional Year, including personal statement and satisfactory criminal background check, signed by the Education advisor and submitted to the Coordinator of Field Placements during an individual meeting no later than the announced deadline during the semester prior to beginning the Professional Year
- Achieve at least a 2.5 GPA both overall and in their major courses for admission to Clinical Practice and recommendation for North Carolina Standard Professional I Teaching Licensure
- Complete a Clinical Practice Application (including personal statement and health screening) signed by the Education advisor and submitted to the Coordinator of Field Placements no later than the announced deadline during the semester prior to beginning student teaching
- Receive a satisfactory rating on the Evaluation by North Carolina Local Education Agency (Certification of Teaching Capacity) upon completion of student teaching
- Ensure all appropriate licensure forms and fees are submitted to the department upon completion of student teaching

Elementary School Licensure (K–6)

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

- I. Required courses in Education—40 hours, including: EDUC 210, 211, 215, 219, 220, 317, 322, 325, 340, 344, 388, 455, 456.
- II. Required courses outside Education—9 hours, including: MATH 211, 215; PSYC 319.
- 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 coursework specific for licensure in one of the following areas: Language Arts, Mathematics, Science or Social Studies. Students whose licensure area is different from their major must take the middle grade Praxis II in that field.

- I. Required Courses in Education—29–32 hours, including EDUC 210, 211, 314, 320, 346, 455, 456. 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 and 380.
- II. Required courses outside of Education—18–22 hours, including PSYC 319 and the additional required courses based on licensure area:
 - Language Arts—15–16 hours: One course from DRAM 213, NM 101 or VMP 205; LANG 352; LIT 240, one course from LIT 325, 326 or 327.
 - Mathematics—15 hours: MATH 167, 191, 251; STAT 185.
 - Science—15–19 hours: BIOL 123 and 124, or both BIOL 115 and 116; CHEM 111, 132; ENVR 130; PHYS 131.
 - Social Studies—16 hours: ECON 101; HIST 151, 152, 315; POLS 220 or 281.
- 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—26–29 hours, including EDUC 210, 211, 314, 346, 455, 456. In addition, Latin students must take EDUC 385; Literature/Language students must take EDUC 313 and 380; Mathematics students must take EDUC 383; Science students must take EDUC 382; Social Studies students must take EDUC 130 and 380.
- II. Required courses outside Education—3–26 hours, including PSYC 319. In addition, Latin students must take PSYC 328. Social Studies students must also take ECON 101, HIST 101, 102, 151, 152, either POLS 220 or 281, and one course from SOC 200, 210, or 220.
- III. Recommended elective for all students—ANTH 100 or SOC 240.
- IV. 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—26 hours, including: EDUC 210, 211, 320, 346, 380, 455, 456.
- II. Required courses outside Education—3 hours: PSYC 319. Students must also complete the ART courses required for the major in Art with a concentration in Teacher Licensure.
- 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—26 hours, including: EDUC 210, 211, 316, 346, 385, 455, 456.
- II. Required courses outside Education—6 hours, including: PSYC 319 and 328. Students must also complete the French, German or Spanish courses required for their major. Recommended elective: ANTH 100 or SOC 240.
- III. Other departmental requirements as outlined above for all licensure students.

Health and Physical Education Licensure (K-12)

Students must major in Health and Wellness Promotion and complete all teacher licensure requirements. See appropriate Education advisor for details.

- I. Required courses in Education—32 hours, including: EDUC 210, 211, 314, 319, 320, 346, 380, 455, and 456
- II. Required courses outside Education—7 hours, including: PSYC 319; STAT 185. Students must also complete the HWP courses required for the major in Health and Wellness Promotion with Teacher Licensure.
- 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—22 hours, including: EDUC 210, 211, 314, 346, 455, 456.
- II. Required courses outside Education—3 hours, including: PSYC 319. Students must also complete the DRAM courses required for the major in Drama. Recommended elective: ANTH 100 or SOC 240.
- III. Other departmental requirements as outlined above for all licensure students.

Courses in Education (EDUC)

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 6-9 and 9-12 Social Studies. Others admitted by permission of instructor. Spring.

210 Teaching and Learning in the 21st Century, K-12 (3)

Introduces students to current issues, research, and trends affecting teachers and students. Emphasizes school and student diversity, curriculum, and accountability. Field experiences required. To be taken concurrently with EDUC 211. Prerequisite: Completion of at least 30 semester hours. Fall and Spring.

211 Instructional Technology for Educational Settings, K-12 (1)

Covers current technologies, applications promoting active and participatory learning, societal and ethical issues, and the development of technological competence and essential skills. Emphasizes the practical application of the Computer Skills Standard Course of Study. To be taken concurrently with EDUC 210. (Grading is S/U). Fall and Spring.

215 Creative Arts Integration, K-6 (1)

Introduces methods for integrating the arts (visual art, music, dance, and creative drama) into the K-6 curriculum. Fall and Spring.

- 219 Physical Activity and Healthful Living, K-6 (1)**
Introduces methods for facilitating physical activity and teaching healthful living to elementary school students. Fall and Spring.
- 220 Global, Civic, and Economic Literacy, K-6 (3)**
Presented in modules that cover the core content of the North Carolina Standard Course of Study for Social Studies, K-6. 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. Prerequisites: EDUC 210, 211. Spring.
- 314 Multiple Literacies in Content Area Classrooms (3)**
Multiple literacies have been designated as reading, writing, speaking, listening and doing, and include 21st century skills such as critical thinking. The focus of the course provides candidates with an overview of multiple instructional strategies as they relate to 21st century skills, differentiation, and assessment. Prerequisites: EDUC 210, 211. 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 (3)**
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. Prerequisites: EDUC 210, 211. See department chair.
- 317 Language Arts in the Contemporary Classroom, K-6 (3)**
Teaching the language arts (reading, writing, speaking, listening, viewing, visually representing) in the K-6 classroom. Emphasis is on children's development in the area of multimodal literacy, including direct skills instruction, children's literature, integrated approaches to literacy teaching and assessment, and responsive teaching frameworks and techniques. Field experience required. Prerequisites: EDUC 210, 211. 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. Field experience required. 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. Field experience required. Prerequisites: EDUC 210, 211. Fall.

- 322 Inquiry-Based Science Instruction, K-6 (3)**
Teaching science in the K-6 classroom. Emphasis on analysis of best teaching practices, inquiry experiences, classroom methods and management, and integrated teaching and assessment. Field experience required. Prerequisites: EDUC 210, 211. Fall and Spring.
- 325 Classroom Management and Instructional Differentiation, K-6 (3)**
A study of classroom logistics for the elementary school teacher. Designed in modules covering classroom management strategies, special needs and differentiation, positive, effective interactions with families and school and community personnel. Field experience required. Pre- or corequisites: EDUC 210, 211. Fall and Spring.
- 340 Teaching Mathematics: Content and Process, K-6 (3)**
Examination of theoretical and practical issues related to teaching mathematics to elementary school children. Includes the development and review of techniques for measuring, assessing, analyzing, and reporting student achievement. Field experience required. Prerequisites: EDUC 210, 211; MATH 211. Pre- or corequisite: MATH 215. Fall and Spring.
- 344 Facilitating Global Citizenship: Teaching Critical Thinking in the Social Studies, K-6 (3)**
Emphasizes curriculum standards, methods and materials associated with Social Studies, short-term and long-range planning, geography, use of technology, and integration of Social Studies with other disciplines. Field experience required. Prerequisites: EDUC 210, 211. Pre- or corequisite: EDUC 220. Fall and Spring.
- 346 Teaching Students with Diverse Needs in the General Education Classroom (3)**
Designed to provide pre-service and in-service teachers with an opportunity to develop the knowledge base and skills necessary in making educational accommodations for learners with special and diverse needs within the general education classroom. Participants will be familiarized with a particular group of diverse learners and their needs, and strategies for meeting their needs. Field experience required. Prerequisites: EDUC 210, 211. Fall and Spring.
- 352 Introduction to West African Education (3)**
Comprehensive study of primary and secondary schooling in Ghana. Involves critical writing and discussions, analysis of materials and strategies, and field experiences in primary and secondary schools in Ghana. See department chair.

The Professional Year

Note: All licensure candidates must meet with the field placement coordinator in the semester before their capstone methods courses are completed. This meeting must be scheduled during the advising period prior to early registration.

- 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 Clinical Practice Semester. Prerequisites: EDUC 210, 211, 313 (for 6-9 Language Arts and 9-12 English), 314, 320 (for 6–9 and K-12 Health and Physical Education); PSYC 319; formal admission to the department. Fall and Spring.
- 382 Methods and 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

Clinical Practice Semester. Prerequisites: EDUC 210, 211, 314, 320 (6-9 only); formal admission to the department. Fall.

- 383 Methods and 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 Clinical Practice Semester. Prerequisites: EDUC 210, 211, 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. Field experience required. To be taken as part of the Professional Year prior to the Clinical Practice Semester. Prerequisites: EDUC 210, 211, 316; formal admission to the department. See department chair.
- 388 Literacy Processes and Practices Across the Curriculum, K-6 (4)**
Designed to develop competencies in teaching reading across the curriculum. Covers the reading process, approaches, linguistics, word recognition, comprehension, vocabulary, fluency and current trends. Field experience required. To be taken as part of the Professional Year prior to the Clinical Practice Semester. Prerequisites: EDUC 210, 211, 317; formal admission to the department. Fall and Spring.

The Clinical Practice Semester

The Clinical Practice Semester is designed as the culminating experience of the licensure program. It consists of EDUC 455 and 456.

- 455 Student Teaching and Seminar (8)**
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. To be taken concurrently with EDUC 456. Prerequisites: final methods course in area of licensure and admission to the student teaching semester. Fall and Spring. (Grading: S/U)
- 456 The Teacher as a 21st Century Professional, K-12 (4)**
To continue to grow as teacher-leaders, teachers must know their students and the communities served by their schools, know their colleagues and other members of the profession, and develop habits as lifelong professional learners. Licensure candidates will create and implement their own professional development plan, engage with their students' families and communities, and interact with peers and colleagues around current educational topics. Candidates will administer a pre-test to their students, collect and analyze data, design and implement differentiated lessons, and administer a post-test to determine their overall impact on the learner. To be taken concurrently with EDUC 455. Fall and Spring.

Additional Courses in Education

- 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.

171-4, 271-4, 371-4, 471-4 Special Topics in Education (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.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill major or minor requirements.

ENGINEERING (JEM)

Professor Walsh (Director); Professors Brock, Bruce (Associate Director) (Computer Science); Lecturers Alderman (Associate Director), Erb

Joint Engineering Programs with North Carolina State University

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 gives students the benefit of a strong foundation in the liberal arts combined with rigorous studies in engineering disciplines, allowing 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.

The Mechatronics concentration prepares graduates to achieve the following career and professional accomplishments:

- Apply mechanical engineering and electrical engineering knowledge and skills to problems and challenges in the areas of mechatronics engineering.
- Integrate and use systems or devices incorporating modern microelectronics, information technologies and modern engineering tools for product design, development and manufacturing.
- Demonstrate professional interaction, communicate effectively with team members and work effectively on multi-disciplinary teams to achieve design and project objectives.
- Engage in lifelong learning in their profession and practice professional and ethical responsibility.

All joint program students will complete the UNC Asheville Liberal Arts Core requirements. 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.

Requirements for Engineering with a Mechatronics Concentration

- I. Required courses in the major—67 hours: E 101; ECE 109, 200, 209, 211, 212, 220, 301, 310, 455, 456; EGM 180, 360, 484, 485; MAE 206, 208, 301, 310, 314, 315, 316, 435; MSE 201.
- II. Required courses outside the major—31 hours: CHEM 111, 132; 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 satisfied by the successful completion of EGM 484 and 485, the Senior Design Projects.

Two-Plus-Two Engineering Program

The Two-Plus-Two Engineering Program allows students interested in one of 14 different engineering fields to complete their first one-to-two years of study at UNC Asheville, and then transfer to NCSU to complete their remaining requirements. Engineering courses offered at UNC Asheville are taught by NCSU faculty. Students graduate with a Bachelor of Science degree in a specific field of engineering from NCSU.

Typical Freshman Year for Two-Plus-Two Engineering Degree Programs:

| | | | |
|---|-----|---|----|
| CHEM | 132 | General Chemistry | 3 |
| CHEM | 111 | General Chemistry Laboratory | 1 |
| CSCI | 181 | Introductory Programming for Numeric Applications | 3 |
| E | 101 | Introduction to Engineering and Problem Solving | 1 |
| HWP | 153 | Health Promotion and Wellness | 3 |
| LANG | 120 | Academic Writing and Critical Inquiry | 4 |
| MATH | 191 | Calculus I | 4 |
| MATH | 192 | Calculus II | 4 |
| PHYS | 221 | Physics I | 4 |
| One course from General Education Program Requirements (GEP)* | | | 3 |
| Total Semester Hours | | | 30 |

*GEP courses should be chosen 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, JEM, MAE, or MSE prefixes are engineering courses from NCSU provided to facilitate the Joint Engineering Program 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. These courses require dual enrollment through NCSU. Contact the Engineering Programs Office to enroll.

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)

Introduction to the NC State computing system, and to student-owned computing resources. Includes topics such as maintaining your own computer, learning about campus-based computing resources and applications (how to access and use them), ethics and professionalism in the use of computing resources, introduction to web development and other campus resources. (Grading: S/U). Spring.

Courses in Electrical and Computer Engineering (ECE)**109 Introduction to Computer Systems (3)**

Introduction to key concepts in computer systems. Number representations, switching circuits, logic design, microprocessor design, assembly language programming, input/output, interrupts and traps. Spring.

200 Introduction to Signals, Circuits and Systems (4)

Ohm's law and Kirchoff's laws; circuits with resistors, photocells, diodes and LEDs; rectifier circuits; first order RC circuits; periodic signals in time and frequency domains, instantaneous, real and apparent power; DC and RMS value; magnitude and power spectra, dB, dBW, operational amplifier circuits, analog signal processing systems including amplification, clipping, filtering, addition, multiplication, AM modulation sampling and reconstruction. Weekly hardware laboratory utilizing multimeter, function generator, oscilloscope and spectrum analyzer and custom hardware for experiments on various circuits and systems. Prerequisite: grade of C- or better in both MATH 192 and PHYS 221; cumulative GPA of at least 2.50. Fall.

209 Computer Systems Programming (3)

Computer systems programming using the C language. Translation of C into assembly language. Introduction to fundamental data structures: array, list, tree, hash table. Prerequisite: grade of C- or better in ECE 109. Fall.

211 Electric Circuits (4)

Introduction to theory, analysis and design of electric circuits. Voltage, current, power, energy, resistance, capacitance, inductance. Kirchhoff's laws node analysis, mesh analysis, Thevenin's theorem, Norton's theorem, steady state and transient analysis, AC, DC, phasors, operational amplifiers, transfer functions. Prerequisite: grade of C- or better in ECE 200. Corequisite: ECE 220. 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: grade of C- or better in ECE 109. Spring.

220 Analytical Foundations of Electrical and Computer Engineering (3)

This course is designed to acquaint you with the basic mathematical tools used in electrical and computer engineering. The concepts covered in this course will be used in higher level courses and, more importantly, throughout your career as an engineer. Major topics of the course include complex numbers, real and complex functions, signal representation, elementary matrix algebra, solutions to linear systems of equations, linear differential equations, Laplace transforms used for solving linear differential equations, Fourier series and transforms and their uses in solving ECE problems. Prerequisite: grade of C- or better in ECE 200. Spring.

301 Linear Systems (3)

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: grade of C- or better in both ECE 211 and ECE 220. Fall.

- 310 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. Prerequisite: grade of C- or better in ECE 212. Spring.
- 455 Introduction to 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.
- 456 Mechatronics (3)**
 The study of electro-mechanical systems controlled by microcomputer technology. The theory, design and construction of smart systems; closely coupled and fully integrated products and systems. The synergistic integration of mechanisms, materials, sensors, interfaces, actuators, microcomputers, controllers, and information technology. Fall.

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. Fall and Spring.
- 484 Senior Design Project in Mechatronics Engineering I (3)**
 In this laboratory course, students will be exposed to the fundamentals of the engineering design process via the construction of a prototype mechatronics system in a team environment. Prerequisites: ECE 301; EGM 360; MAE 301, 314. 435. Fall.
- 485 Senior Design Project in Mechatronics Engineering II (1)**
 In this laboratory course, students will develop and refine oral, written and graphical communication skills as their senior design project is finalized, presented and demonstrated. The course is conducted in a team environment. Prerequisite: EGM 484. 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)

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 178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill major or minor requirements.

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. Prerequisites: grade of C- or better in both MATH 192 and PHYS 221; cumulative GPA of at least 2.50. Fall and Spring.

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. Prerequisites: grade of C- or better in MAE 206; MATH 291; cumulative GPA of at least 2.50. 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.

310 Heat Transfer Fundamentals (3)

Analysis of steady state and transient one and multidimensional heat conduction employing both analytical methods and numerical techniques. Integration of principles and concepts of thermodynamics and fluid mechanics to the development of practical convective heat transfer relations relevant to mechanical engineers. Heat transfer by the mechanism of radiation heat transfer. Prerequisites: grade of C- or better in MAE 301; grade of C- or better in either 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: grade of C- or better in MAE 206; MATH 291. Corequisite: MSE 201. 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: grade of C- or better in both ECE 220 and MAE 208. Fall.

316 Strength of Mechanical Components (3)

Analysis and design of mechanical components based on deflection, material, static strength and fatigue requirements. Typical components include beams, shafts, pressure 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: grade of C- or better in MAE 314. 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: grade of C- or better in ECE 220; MAE 315. 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: grade of C- or better in CHEM 132. Fall.

ENVIRONMENTAL STUDIES (ENVR)

Professors Reynolds (Chair), Moorhead, Rossell; Associate Professors Eggers, Gillette, Wilcox; Assistant Professors Langille, McNamee

The B.S. in Environmental Studies prepares students for graduate studies or for employment in government, education, industry, consulting, and nonprofit organizations. The curriculum addresses environmental issues from an interdisciplinary perspective, including biology, chemistry, economics, earth science, policy, sociology, and other natural and social sciences.

The department offers students the opportunity to pursue one of three concentrations: Earth Science, Ecology and Environmental Biology, or Environmental Management and Policy. Earth Science students may focus on mineral processing, which involves the analysis and processing of minerals following extraction. They may also choose to pursue teacher licensure. Individualized options can be developed for students interested in other areas of environmental studies, such as Human Ecology, Environmental Journalism, or Environmental Education.

Integral to all major concentrations is an on-the-job internship, which allows students to make connections between academics and organizations that work on environmental issues. Internships, which may be completed in western North Carolina or elsewhere, contribute to career planning, preparation, and job placement.

Environmental Studies majors must fulfill the following requirements:

- I. Required courses in the major—19–22 hours: ENVR 130, 241, 330, 490; and two courses from: ENVR 234, 282, 334 or ECON 337 (prerequisite ECON 102).
- II. Required courses outside the major—13–16 hours: CHEM 132 or satisfactory score on the Chemistry Placement Examination; CHEM 111, 145 and 236; two courses from MATH 167, 191, 192 or STAT 185. Calculus is recommended for students planning to attend graduate school.
- III. Other departmental requirements—28–36 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.

Concentration in Earth Science

At least 31 hours distributed as follows: ENVR 105, 320, 338, 385, and at least 15 additional hours of Earth Science electives chosen from ENVR 106, 282, 290, 310, 311, 362, 381, 383, 384, 410, 411, and PHYS 131 or 221. Students interested in mineral processing should take ENVR 282, 311, 410, 411, MATH 191, 192 and PHYS 221 as part of their major requirements.

Concentration in Ecology and Environmental Biology

28–34 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; 18 hours of Ecology and Biology electives chosen from BIOL 210 or 211 (whichever is not selected above), 320, 322, 323, 331, 332, 333, 334, 335, 340, 350, 351, 356, 357, 360, 442; or ENVR 312, 322, 323, 341, 343, 346, 347, 348, 360, 364, 390, 396. The 18 hours must include at least three 4-credit courses; and at least 11 of the 18 hours must be taken in ENVR.

Concentration in Environmental Management and Policy

33–36 hours distributed as follows: ENVR 332, 334; 9 additional hours in ENVR, with at least 6 hours at the 300-400 level; ECON 101, 102, 337, 345; 6 additional hours of environmental policy and management-relevant coursework as approved by the department advisor.

Earth Science with 9-12 Teacher Licensure

All Earth Science licensure students must complete the following program:

- I. Required courses in the major—19–28 hours: ENVR 130, 234, 241, 282, 330, 490. ENVR 330 requirement can be met by EDUC 456. ENVR 490 requirement can be met by EDUC 455.
- II. Required courses in Earth Science Core—26 hours: ENVR 105, 106, 320, 338, 385; ASTR 105 and ATMS 103.
- III. Required courses outside the major—16–19 hours: CHEM 132 or satisfactory score on Chemistry Placement Examination; CHEM 111, 145 and 236; MATH 167 or 191; PSYC 100; STAT 185 and additional requirements indicated in the Education section of the catalog.
- IV. The senior demonstration of competency is satisfied by the completion of ENVR 330 and 490 with a grade of C or better. The competency also can be satisfied by the completion of EDUC 456 with a C or better and the satisfactory completion of EDUC 455. Completion of ENVR 330 or EDUC 456 fulfills the all-university oral competency requirement.

Students who wish to be licensed in Comprehensive Secondary Science (as distinct from Earth Science) must also complete BIOL 123 and 124, and PHYS 131 and 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

At least 19 hours in Environmental Studies consisting of ENVR 130, 241; two courses from ENVR 234, 282, 334 or ECON 337 (prerequisite ECON 102); two ENVR electives at the 300-400 level.

University-wide minimum requirements for a minor: 1) one-half of the hours required for a minor must be completed in residence at UNC Asheville, to include at least 6 hours at the 300-400 level; 2) students must have a cumulative grade-point-average of at least 2.0 on minor courses taken at UNC Asheville.

Courses in Environmental Studies (ENVR)**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.

- 106 Earth History (3)**
Introduction to the development of Earth as preserved in the rock record. Includes geologic time, stratigraphy, major mountain building events, and evolution of life forms. Spring.
- 107 Natural History of the Southern Appalachians (3)**
An introduction to the geology, soils, plants and animals common in the Southern Appalachians. Class will include field trips to biologically rich areas near Asheville. Odd years Spring.
- 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.
- 241 Principles of Ecology and Field Biology (4)**
Fundamental principles and concepts related to populations, communities and ecosystems with emphasis on the Southern Appalachians. Designed for Environmental Studies majors and minors. Prerequisite: ENVR 130. Fall.
- 282 Environmental Geology (3)**
Human interactions with natural geological processes. Topics to be covered include volcanoes, earthquakes, floods, mass movements, water pollution, waste management, and radon gas. Field trips will be required. Prerequisite: ENVR 130. Fall and Spring.
- 290 Regional Field Geology (2)**
This is a field-intensive geology course. Topics to be covered include making detailed field observations, collecting geologic data, maintaining a field notebook, and reconstructing the geological history of the region based on rock units, structures, and other features seen in the field. May be repeated once for a total of 4 hours credit. Prerequisites: ENVR 105 or 106 or permission of the instructor. Summer.
- 310 Economic Geology (3)**
Study of economic mineral deposits with emphasis on representative types, formation, and methods and environmental effects of extraction. Will include field trips. Prerequisite: ENVR 105. Odd years Spring.
- 311 Fundamentals of Mineral Processing (4)**
Principles of selected unit operations and processes in mineral processing. Prerequisite: ENVR 105. Fall.
- 312 Effects of Air Pollution on Ecosystems (3)**
Through the use of textbooks and primary literature we will examine the effects on ecosystems of such air pollutants as acid deposition, nitrogen loading in soils, and greenhouse gases. The class will be discussion based. Prerequisites: CHEM 132; ENVR 130, 241. Even years Fall.
- 320 Mineralogy and Petrology (4)**
Introduction to fundamental crystallography, crystal chemistry and the systematic study of minerals; igneous, metamorphic and sedimentary rocks, including classification,

textures, formation and graphical representation. Prerequisite: ENVR 105. CHEM 132 is recommended. Even years Fall.

322 Tropical Ecosystems (BIOL 322) (3)

Study of the important organisms, habitats, and ecosystems characteristic of the tropical world. Emphasis will be on ecological and evolutionary theory, biodiversity, and need for species/habitat conservation. Prerequisite: BIOL 210 or 211, or ENVR 241. Odd years Fall.

323 Tropical Ecosystems Field Experience (BIOL 323) (2)

Field trip (two weeks) to study tropical organisms and ecosystems in Central America. Expenses paid by participants. Corequisite: ENVR 322. Winter break following completion of ENVR 322.

324 Environmental Ethics (3)

This course explores the intersection of environmental ethics with science and policy from a diversity of Western and Non-western theoretical perspectives. Students will identify local and global applications of theory and learn to develop ethical arguments. 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 and junior standing in an approved Environmental Studies concentration. Fall and Spring.

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.

336 Environmental Health (3)

Introduction to the assessment and management of risks to human health from exposures to physical, chemical, and biological environmental factors. Prerequisite: ENVR 130. See department chair.

338 Principles of Hydrology and Hydrogeology (4)

Study of the hydrologic cycle with an emphasis on groundwater. Topics include stream and groundwater flow, water resource management, and water contamination. Field methods employed in typical hydrologic investigations will be used during laboratory and field trips. Prerequisite: ATMS 113 or ENVR 130. Fall.

341 Wetland Ecology (4)

An introduction to the ecology of freshwater wetland ecosystems. Topics include hydrology, biogeochemistry, plant and animal communities, ecosystem development,

and classification and management of wetlands. One or more required weekend field trips. Prerequisite: ENVR 241. Even years Fall.

343 Stream Ecology (4)

Study of the structure and function of flowing-water ecosystems. Students will learn both ecological theory and research techniques, with emphasis on field and laboratory investigations of local streams and rivers. Prerequisite: ENVR 241. Even years Fall.

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.

347 Fish Ecology (4)

Study of the distribution and abundance of freshwater fishes, with emphasis on fishes of the southeastern United States. The role of biotic and abiotic factors will be discussed, with special focus on how human activities interact with these factors. Lab activities will include field trips to local rivers, streams and lakes. Prerequisite: ENVR 241. Even years Spring.

348 Avian Ecology and Conservation (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 with credit for BIOL 340 may not receive additional credit for ENVR 348. Prerequisite: ENVR 130 or permission of instructor. Even years Spring.

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. See department chair.

362 Water Chemistry (4)

Application of chemical principles to natural waters including oceans, lakes, streams, and groundwater to examine the effects of human activity on water chemistry. Laboratory exercises emphasize computer modeling and the collection, analysis, and interpretation of water chemistry data. 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: CHEM 132; ENVR 241. Odd years Fall.

365 Strategies for Sustainability (3)

Introduction to the study of institutional change and improved environmental performance. Focus on manufacturers, large institutions such as universities and hospitals, and the built environment. Prerequisite: ENVR 334. Even years Spring.

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. 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. Spring.

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, 145, 236. 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.

396 Woody Plants in Winter (4)

Explores the morphology, anatomy, physiology, and natural history of trees, shrubs, and woody vines, including how woody plants are adapted to life in winter. Labs will focus on identification, using twigs, bark, and plant form. Participants must be capable of hiking on rough terrain in winter conditions. Prerequisite: ENVR 241. Odd years Spring.

410 Flotation and Surface Science (4)

Theory and application of flotation for mineral processing. Includes particulate agglomeration, flocculation, and dispersion. Prerequisite: ENVR 311. Even years Spring.

411 Mineral Processing Plant Operation (3)

Applied unit operations: comminution, classification, solid-liquid separation, solid-solid separation, leaching, and materials handling. Prerequisite: ENVR 311. Odd years Spring.

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 cooperator. 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.) 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 the discretion of the 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.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill major or minor requirements.

ETHICS AND SOCIAL INSTITUTIONS (ESI)

See Interdisciplinary Studies: Ethics and Social Institutions

FRENCH (FREN)

Professor Pons; Assistant Professor Gloag; 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—28 hours: FREN 300, 325, 340, 341; and three courses at the 400-level. Note: FREN 400 is required for teacher licensure candidates. Students whose level of proficiency does not allow them to start with FREN 300 will be required to complete appropriate prerequisite courses prior to beginning at the 300-level. At least one-half of the hours required for the major must be completed at UNC Asheville.
- II. Required courses outside the major—None.
- III. Other departmental requirements—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. Oral competency will be tested after completion of FREN 300. Students must demonstrate satisfactory oral competency before undertaking the capstone project.

French with Teacher Licensure

To obtain licensure as a teacher of French (K–12), the candidate must complete the Liberal Arts Core requirements, the required courses for a major in French, including FREN 400 as one of the 400-level electives, and the courses required by the Education Department for K–12 Foreign Language licensure. See the Education section of the catalog for additional information.

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

20 hours: FREN 230, 300, 325, either 340 or 341; and one elective at the 400 level. Students whose level of proficiency does not allow them to start with FREN 230 will be required to complete appropriate prerequisite courses prior to beginning the courses for the minor.

University-wide minimum requirements for a minor: 1) one-half of the hours required for a minor must be completed in residence at UNC Asheville, to include at least 6 hours at the 300–400 level; 2) students must have a cumulative grade-point-average of at least 2.0 on minor courses taken at UNC Asheville.

Courses in French (FREN)**110 French I (4)**

Introduction to the study of French language and culture through classroom and integrated laboratory study. For beginners who have not previously studied French. Students who completed two units of high school French with grades of C or higher may not enroll in FREN 110. Fall and Spring.

- 120 French II (4)**
Continuation of the introductory study of French language and culture through classroom and integrated laboratory study. This course fulfills the LAC Second Language requirement. Prerequisite: FREN 110 or two units of high school French or the equivalent with grades of C or higher, or appropriate score on placement test. Fall and Spring.
- 130 French for Advanced Beginners (4)**
Continuation of the introductory study of French language and culture through classroom and integrated laboratory study. Designed for students who have some previous experience studying or speaking French, but who need extensive review and practice before continuing their studies at the intermediate level. This course fulfills the LAC Second Language requirement. Prerequisite: two units of high school French or the equivalent with grades of C or higher, or appropriate score on placement test. Students who have credit for FREN 120 may not receive credit for FREN 130. Fall and Spring.
- 230 Intermediate French (4)**
Continuation of the study of French language and culture through classroom and integrated laboratory study. Students develop a higher level of proficiency and preparedness for study at the advanced level through intensive conversational practice, extensive listening and reading activities for improved comprehension, and by writing short compositions. Class is conducted in French. Prerequisite: FREN 120 or 130, or appropriate score on placement test. Fall and Spring.
- 300 Oral Skills (4)**
Intensive practice in oral skills: listening comprehension, pronunciation and conversation. Students make extensive use of Francophone mass media, especially television and press. Course includes oral reports, group and individual work, and integrated laboratory study. Oral competency will be tested after FREN 300. Class is conducted in French. Prerequisite: FREN 230 or appropriate score on placement test. Every year.
- 325 Composition and Structural Review (4)**
Development of competence in written and oral French through process-oriented compositions and review of language structures. Practice of different forms and styles of writing: analytical, functional, creative and polemical, through the study of current cultural materials, films, periodicals and literary works. Revisions and re-writing, oral presentations and in-class exchanges, and integrated laboratory study. Class is conducted in French. Prerequisite: FREN 230 or appropriate score on placement test. Fall and Spring.
- 340 Survey of French Civilization and Literature I (4)**
Survey of French literature and civilization in the context of historical developments from the middle ages through the French Revolution as seen in artistic and intellectual production, religious, social and political institutions, and as reflected in canonical works. Oral reports, in-class discussions, and integrated laboratory study. Class is conducted in French. Prerequisite: FREN 325 or appropriate score on placement test. Every year.
- 341 Survey of French Civilization and Literature II (4)**
A survey of French literature and civilization in the context of historical developments of the 19th through 21st centuries as seen in artistic and literary movements, social and political institutions, and as reflected in canonical works. Oral reports, in-class

discussions, and integrated laboratory study. Class is conducted in French. Prerequisite: FREN 325 or appropriate score on placement test. Every year.

400 The French Language (4)

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, and integrated laboratory study. Class is conducted in French. Prerequisite: FREN 325 or appropriate score on placement test. Every year.

435 Francophone Studies (4)

Introduction to *Francophonie* via literature, cinema and music. Concentration on the study of classic and groundbreaking written works by authors from across the Francophone world. Includes the review of historical documents, newspaper articles, film excerpts and music videos. Oral reports, in-class discussions, and integrated laboratory study. Class is conducted in French. Prerequisite: FREN 325 or appropriate score on placement test. See department chair.

445 French Views of America (4)

Examination of various 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. Oral presentations, in-class discussions, and integrated laboratory study. Class is conducted in French. Prerequisite: FREN 325 or appropriate score on placement test. See department chair.

460 Studies in French Cinema (4)

Study of the evolution and movements of French cinema through a selection of classic and representative films. Each film will be examined against the cultural and political context of its time. Includes the study of the techniques and terminology specific to cinema. Screenings, oral presentations, in-class discussions, and integrated laboratory study. Class is conducted in French. Prerequisite: FREN 325 or appropriate score on placement test. See department chair.

499 Undergraduate Research in French (1-4)

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 8 hours credit. See department chair.

171-4, 271-4, 371-4, 471-4 Special Topics in French (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.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill major or minor requirements.

GEOLOGY

See Environmental Studies

GERMAN (GERM)

Associate Professor Strehl (Chair, Foreign Languages); Visiting Assistant Professor Criser

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: 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. Other 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—27 hours: 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.
- III. 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.

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.

University-wide minimum requirements for a minor: 1) one-half of the hours required for a minor must be completed in residence at UNC Asheville, to include at least 6 hours at the 300-400 level; 2) students must have a cumulative grade-point-average of at least 2.0 on minor courses taken at UNC Asheville.

Courses in German (GERM)

110 German I (4)

An introduction to the study of German language and culture through classroom instruction and web-based homework. The main focus of this course is on oral proficiency practice and exposure to German speaking countries and cultures. Students will use classroom time and engage in web-based assignments to practice listening, speaking, reading, writing, and grammar skills. For beginners who have not previously studied German. Students who completed two units of high school German with grades of C or higher may not enroll in GERM 110. Fall.

120 German II (4)

A continuation of the introductory study of German language and culture through classroom instruction and web-based homework. The main focus of this course is on oral proficiency practice and continued exposure to German speaking countries and cultures. Students will use classroom time and engage in web-based assignments to practice listening, speaking, reading, writing, and grammar skills. This course fulfills the LAC Second Language requirement. Prerequisite: GERM 110 or two units of high school German. Spring.

130 German for Advanced Beginners (4)

Designed for students who have had some experience studying or speaking German but who need review and more extensive practice before continuing their studies at the intermediate level. Students enrolling in this course should know fundamental grammar points and be familiar with core vocabulary. The main focus of this course is on oral proficiency practice and exposure to German speaking countries and cultures. Students will use classroom time and engage in web-based assignments to practice listening, speaking, reading, writing, and grammar skills. This course fulfills the LAC Second Language requirement. Prerequisite: two units of high school German with grades of C or higher. Students who have credit for GERM 120 may not receive credit for this course. 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. GERM 350 and 351 are normally 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 permission of instructor. Every other year as needed.

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.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill major or minor requirements.

HEALTH AND WELLNESS (HW) AND HEALTH AND WELLNESS PROMOTION (HWP)

Associate Professors Lanou (Chair), Garbe, Ray, Wingert; Assistant Professors Batada, Rote; Lecturers Garrison, Schrader

The Department of Health and Wellness offers diverse and flexible programs designed to help students live healthier, more balanced and meaningful lives. The curriculum for the major or minor in Health and Wellness Promotion emphasizes multi-level programs aimed at the promotion of wellness throughout a lifetime. Students may 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 areas such as Health Promotion, Exercise Physiology, Nutrition, Health Education, Gerontology, Public Health, or Medicine. Students may also choose to major in Health and Wellness Promotion and complete the K-12 Health and Physical Education teaching licensure program in preparation to teach health in elementary, middle and high schools. 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.

The Health and Wellness Department also offers a minor in Dance. 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 a 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.

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 promote health, wellness, and high quality of life among individuals, groups and populations, with a focus on healthy lifestyle choices and supportive environments. The program includes instruction in nutrition, physical activity, mental and emotional health, anatomy, physiology, diversity and health parity, and other key health topics and concepts. Students develop skills in personal wellness coaching; health education and communication; and health program planning, implementation, and evaluation. The curriculum emphasizes culturally-sensitive and multi-level health promotion in a variety of settings, such as schools, worksites, older adult care centers, health care facilities and communities.

- I. Required courses in the major—at least 47 hours: HWP 190, 223, 224, 225, 250, 294, 295, 310, 335, 455, 459; one course from HWP 345, 350, 380, 499; and three courses from HWP 253, 265, 290, 315, 316, 317, 323, 333, 355, 360, 365, 401, 420. BIOL 338 may be substituted for HWP 294, and BIOL 223 may be substituted for HWP 295.
- II. Required courses outside the major—4 hours: STAT 185.
- III. Other departmental requirements—Major and oral competencies are fulfilled by completion of HWP 459 with a grade of C or higher.

Health and Wellness Promotion with Teacher Licensure

This concentration is coordinated with the Education Department to provide licensure in K-12 Health and Physical Education. Students who wish to receive teacher licensure should review requirements found in the Education section of the catalog and see the appropriate Education advisor for additional information.

- I. Required courses in the major—at least 41 hours: HWP 190, 223, 224, 225, 294, 295, 310, 335, 455, 459; three courses from HWP 253, 265, 290, 315, 316, 317, 323, 333, 355, 360, 365, 401, 420. BIOL 338 may be substituted for HWP 294, and BIOL 223 may be substituted for HWP 295.

- II. Required courses outside the major—39 hours: EDUC 210, 211, 314, 319, 320, 346, 380, 455 and 456; PSYC 319; STAT 185.
- III. Other departmental requirements—Major and oral competencies are fulfilled by completion of HWP 459 with a grade of C or higher.

Declaration of Major in Health and Wellness Promotion

Students are prepared, supported, and expected to serve as healthy lifestyle role models. Advisors support students in following personal health and wellness plans 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

At least 22 hours: HWP 190, 250, 294; two courses from HWP 223, 224, 253, 290, 315; HWP 310 or 335; and one additional HWP course at the 300-400 level.

University-wide minimum requirements for a minor: 1) one-half of the hours required for a minor must be completed in residence at UNC Asheville, to include at least 6 hours at the 300-400 level; 2) students must have a cumulative grade-point-average of at least 2.0 on minor courses taken at UNC Asheville.

Minor in Dance

18 hours including: one course from DAN 140 or 240, one course from DAN 250 or 251, DAN 312 and 330; completion of one of the following groups: DAN 136, 236 and 340; or 137, 237 and 342; or 138, 238 and 342; and a minimum of 4 additional elective hours in DAN. Special Topics courses may be substituted with written permission from the program director.

University-wide minimum requirements for a minor: 1) one-half of the hours required for a minor must be completed in residence at UNC Asheville, to include at least 6 hours at the 300-400 level; 2) students must have a cumulative grade-point-average of at least 2.0 on minor courses taken at UNC Asheville.

Courses in Dance (DAN)

Note: Only four semester hours of 100-level HW activity courses and 100-level DAN courses can be used toward the minimum number of hours required for a degree.

136 Beginning Jazz Dance (1)

Students will develop improved strength, flexibility, stamina and functional alignment as they become familiar with the classic jazz postures, positions and vocabulary. Students will conduct and present research of one aspect of the history of concert jazz dance as part of this course. Odd years Fall.

137 Beginning Contemporary Dance (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 required. Fall.

138 Beginning Ballet (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 is required. Fall.

140 Roots of Jazz (2)

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 is required. No credit given to students who have credit for DAN 135. Odd years Spring.

236 Intermediate Jazz Dance (2)

Students will deepen their familiarity with the style, technique, and rhythmic structures of jazz dance with emphasis on enhancing movement capabilities and personal expression. This course assumes familiarity with the terminology of jazz dance and with the basic coordinations and positions used in this form. The intermediate level moves at a substantially faster pace than Beginning Jazz Dance. Recommended prerequisite: DAN 136 or previous experience. Even years Spring.

237 Intermediate Contemporary Dance (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. The course assumes a fundamental knowledge of classical dance positions and terminology. Recommended prerequisite: DAN 137 or previous experience. Even years Fall.

238 Intermediate Ballet (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. Recommended prerequisite: DAN 138 or previous experience. Even years Spring.

240 World Dance Traditions (2)

Through readings, videos, and studio explorations, students will investigate the aesthetics and techniques central to each dance form in the context of its culture, while analyzing the phenomenon of syncretism in the evolution of contemporary concert forms. Odd years Fall.

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. Odd years Spring.

251 Community Outreach (2)

Students will present a lecture and demonstration introducing dance as an art form to local young audiences. Students will create original choreography for performance in UNC Asheville concerts. Suitable for dancers with intermediate or advanced technical ability. Odd years Fall.

312 Dance Composition (2)

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. Even years Fall.

330 History of Dance (3)

A discussion of the ways in which humans have used movement to create and regulate their societies, commune with their gods, and order their life experiences during

celebration and mourning. The course focuses primarily on the history of what has evolved into Western Concert dance. Odd years Spring.

340 Jazz Dance Repertory (2)

Students will generate original choreography and explore classic choreography from film and musical sources. This course requires intermediate technical skill and is intended for dancers capable of working with extended sequences. Even years Fall.

342 Contemporary Dance Repertory (2)

Development of performance skills for intermediate and advanced dancers through rehearsals and performances of a significant dance work choreographed by dance faculty and/or guest artists. This course combines techniques of advanced ballet with advanced contemporary styles. Intermediate or advanced technique is required. Spring.

345 Research in Dance (2)

Students will research one topic in depth. Research may take the form of choreography, dance film or video, academic research or a combination. Prerequisite: DAN 330. See department chair.

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 department chair.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill major or minor requirements.

Courses in Health and Wellness (HW)

Note: Only four semester hours of 100-level HW activity courses and 100-level DAN courses can be used toward the minimum number of hours required for a degree. Grading for all HW activity courses is S/U.

111 Pilates (1)

Follows the original Pilates curriculum and prepares the student to achieve advanced levels of the exercise sequence in the mat portion of the Pilates canon. The class also explores the use of additional equipment when applying the Pilates method. Fall.

123 Aerobics (1)

Step aerobics, dance and other rigorous activities performed to music to attain cardiorespiratory fitness, muscle strength and endurance, flexibility, and other components of a healthy lifestyle. Spring.

171-6, 271-6, 371-6, 471-6 Special Topics in Health and Wellness (1-6)

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.

Courses in Health and Wellness Promotion (HWP)

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. See department chair.

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. See department chair.

190 Introduction to Health Promotion (3)

An introduction to personal health and wellness and the field of health promotion. Topics include history, behavioral health theories and determinants of health, the multiple dimensions of wellness, personal health risk assessment, wellness coaching, career opportunities and certifications, professional organizations and journals, current issues, and future trends. Through in-class learning, on-site visits and practical experiences, students become familiar with the profession, the Health and Wellness Promotion program, and develop personal wellness goals. A grade of C or better is required to graduate. Fall and Spring.

223 Active Living: Physical Activity and Health (3)

An introduction to the role of physical activity and active living in physical, intellectual and emotional well-being. Emphasis is placed on research related to frequency, intensity, time, and type of physical activity needed to impact health. In addition, barriers to physical activity among various populations, and evidence-based practice to improve opportunities for safe physical activity are explored. Students are expected to establish and pursue personal goals related to appropriate physical activity and demonstrate a thorough understanding of the relationship between active living and other pillars of healthful living. See department chair.

224 Mental and Emotional Health (3)

An introduction to the role of mental and emotional health in overall well-being. Emphasis is placed on research and practice related to improving mental health and emotional well-being. In addition, barriers to improving mental health are explored at the individual, community and societal levels. Students are expected to establish and pursue personal goals related to improving emotional health and demonstrate a thorough understanding of the relationship between mental and emotional health and the other pillars of healthful living. See department chair.

225 Nutrition and Lifestyle (3)

An introduction to the principles of nutrition science. This course addresses nutrients and how they interact with the body, as well as issues and controversies on how eating habits can promote health and prevent disease. Other topics covered include food and the environment, nutrition and exercise, changing nutritional needs over the course of the life, and the tradition of food as medicine. Fall.

250 Health Parity: Domestic and Global Contexts (3)

Social inequalities and health disparities at the local, national and international levels will be addressed. Students will explore the social factors that contribute to racial, ethnic, socioeconomic and gender disparities in health and healthcare. This course will strengthen students' knowledge of the history and causes of health disparities and inequalities and will provide a theoretical grounding that will be applied in the study of practical solutions to eliminate health disparities and achieve health parity around the world. Spring.

- 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. Spring.
- 265 Holistic Approaches to Health Care and Multicultural Wellness Traditions (3)**
Serves as an introduction and overview to holistic approaches to health care and multicultural traditions. Students will have the opportunity to explore a variety of approaches to wellness and healing such as herbal medicine, massage, Reiki, Ayurveda, Chinese medicine and others. Emphasis is placed on viewing health through a variety of cultural perspectives and traditions in addition to exploring the evidence base for efficacy of treatment. Every year.
- 290 Introduction to Biofeedback (3)**
Introduces the basics and goals of biofeedback including history, intervention techniques, and analysis of principles and applications. Students also engage in personal biofeedback training. Some course time will be devoted to the underlying principles of neurofeedback. This is not a certification course. Spring.
- 294 Human Physiology (4)**
An introductory study of human physiology. Topics include an introduction to cells, tissues, systems organization, osteology, circulatory system, body defense systems, muscular system, renal system, respiratory system, digestive system, nervous system and endocrine system. Laboratory involves experimentation and demonstration of physiological principles. Spring.
- 295 Functional Anatomy (4)**
The study of the structure and function of the human body and human muscular system as related to sports and fitness activities. Anatomical, kinesiology, biomechanical and physiologic principles related to sport and fitness activity will be examined. The laboratory portion of the course emphasizes practical applications. Prerequisite: HWP 294. Spring.
- 310 Health Promotion Theory and Practice (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 situational analyses to establish baseline and evaluation data and as a motivational tool is reviewed. Emphasis is placed on learning how to develop and adapt health education programs, lifestyle coach methods, materials, and oral communications to reach audiences of differing literacy levels and cultural backgrounds. Students will demonstrate oral competency in this course. A grade of C or better is required to graduate. Prerequisites: HWP 190, 250. Spring.
- 315 Stress Management and Optimal Performance (3)**
Covers the physiological and psychological reactions that make up the response to acute and chronic stress, and more generally explores the integration of our cognitive, behavioral and physiologic systems and the consequences of their lack of integration. The course focuses on critical thought regarding personal and organizational readiness for change, cultural norms, and cognitive-behavioral variables that facilitate health. It addresses optimal performance strategies for choice and change applicable to individuals as well as health care facilitators. Fall.

316 Maternal and Infant Health (3)

Addresses the importance of pre-, peri- and post-natal health on fetal development and maternal health. The course includes the biological aspects of maternal and infant health in addition to the social, cultural, historical, emotional, and ethical aspects of maternal and infant health, up to the age of one year. Prerequisite: HWP 225. See department chair.

317 Child and Adolescent Health (3)

An overview of child and adolescent health issues, programs, and trends. The course addresses the development of the individual through childhood and adolescence while focusing on health issues. At the completion of this class, students will demonstrate the role of behavioral, physical, cultural, social, emotional, and psychological factors in determining methods for disease prevention and health promotion among children and adolescents. Prerequisite: HWP 225. See department chair.

323 Workplace Wellness (3)

An introduction to the principles and practices in workplace wellness. Emphasis is placed on understanding and development of a comprehensive framework for improving employee health and productivity. Students explore the evidence base for ensuring program efficacy and maximizing return on investment. Case studies provide opportunities to understand the range of effective programs and value of needs assessment, support of top management, employee education and behavioral health support, change in organizational culture, and ongoing evaluation and program improvement. Prerequisite: HWP 190. See department chair.

333 Food Politics and Nutrition Policy (3)

An exploration of how corporate, government, and consumer interests affect nutrition and health policy, and how individuals and non-profits influence nutrition and health policy to promote consumer health. The course addresses how nutrition and health policies were developed in the United States and how these policies are modified as a result of health advocacy. The course also addresses the interrelationships between food production and manufacturing practices, human health and environmental health. See department chair.

335 Health Communication (3)

Examines methods for communicating health messages. Communication theory, socio-cultural issues, and communication contexts are examined while developing communication skills and strategies. Other topics include communicating through difference, lifestyle coaching and health/behavior counseling, communicating with health policy makers, utilizing mass media through oral and written communication, and designing and implementing an effective health promotion campaign. Prerequisite: HWP 310. Spring

345 Research Methods (3)

Students evaluate clinical studies, identify weaknesses in study design, interpret statistics, and apply evidence from clinical research to areas of interest. Topics include reliability, validity, statistical significance, research design, and program assessment. The student will sharpen analytical skills and learn to evaluate studies using a variety of discipline-specific methods. Prerequisite: STAT 185. See department chair.

350 Service Learning in Health Promotion (3)

A structured learning experience that combines community service with preparation and reflection. Students apply the course material in health promotion and diversity to meet the actual health needs of children, teens and seniors from various backgrounds in our community. Experiences include regular university classroom sessions, attendance

at cultural events, on-site work in local organizations and project team meetings.

Prerequisite: Junior standing. See department chair.

355 Exercise Prescription, Fitness and Lifestyle Assessment (3)

Prepares the student to recognize and implement appropriate strategies to enhance fitness and exercise performance based on sound physiological principles. Topics include nutrition, strength, flexibility, cardiovascular conditioning and body composition. The course will cover principles of exercise program design, fitness and lifestyle assessment techniques. Students will have the option to sit for the ACSM Personal Training Certification exam at the end of the course. See department chair.

360 Aging, Health and Active Living (4)

Explores the benefits and risks of physical activity in later years, and the challenges and incentives to health promotion through active living. Emphasis is on understanding the physiological and psychosocial changes of older adults, and developing skills in designing and implementing health promotion strategies to address specific needs. Students will work with older adults in the intergenerational learning experience program, Wellness Activities for Seniors in Asheville (WASA). See department chair.

365 Addiction, Drugs, and Health (3)

Addresses fundamentals of the nature, scope, and complexity of addiction to alcohol, tobacco, medicines, and other chemicals. This course examines other addictive behaviors, current approaches to treatment, and prevention of addiction. It explores models of addiction, society's attitudes, and services for persons and families. Basic pharmacology of commonly used drugs of abuse, medications for chronic conditions and illnesses, herbal preparations and drug interactions will also be discussed. See department chair.

380 Internship in Health and Wellness Promotion (3)

Students are placed in a supervised health and wellness promotion program that relates to their career goals and learning objectives. Requirements may include readings, a major project, biweekly seminars and final presentation. Current certification in CPR is required. Prerequisite: HWP 190. Spring and Fall.

401 Nutrition and Metabolism (3)

An advanced course covering nutrition at the cellular level. Students are introduced to nutritional biochemistry and provided with a mechanistic look at nutritional strategies for health promotion. Topics include energy transformation, the role of nutrients in chronic disease promotion and prevention, homeostatic balances, body composition and energy expenditure, and research methodologies in nutrition. Prerequisites: HWP 225; HWP 294 or BIOL 338; STAT 185. See department chair.

420 Exercise and Sport Physiology (4)

Study of the physiological reactions to exercise. Topics include muscle ultrastructure, neuro-endocrinology, and bioenergetics of movement as it pertains to various physical activities. Additionally, physiological adjustments as the result of cardiovascular and strength and power training at the acute and chronic levels will be discussed. Students will become familiar with safe and effective exercise modalities for a variety of healthy and at-risk populations. The laboratory section of the course introduces human performance evaluation and tracking. Its focus will be maximal exercise testing, assessments for anaerobic power, aerobic capacity, hydration status, and body composition. Emphasis will be placed on data collection, analysis, interpretation, and resultant program design. Prerequisites: HWP 294 or BIOL 338; HWP 295 or BIOL 223. See department chair.

455 Pathophysiology of Chronic Conditions and Illnesses (3)

The study of chronic conditions and illnesses that could be improved or prevented through appropriate lifestyle choices. Topics include heart disease, cancer, stroke, diabetes, respiratory illnesses, obesity, hypertension, arthritis, osteoporosis, depression, stress and anxiety, and suppressed immune function. Emphasis is placed on etiology, course of disease, current assessment, evidence-based treatment protocols, and health promotion initiatives. This course includes evaluation of research and efficacy of treatment strategies. Prerequisites: HWP 294 or BIOL 338; HWP 295 or BIOL 223; STAT 185. Spring.

459 Senior Seminar in Health and Wellness Promotion (3)

Students will explore contemporary health issues. The course includes four components: (1) completion of a research project, leadership project or program project 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 content and critical thought mastery in addition to written and oral competency); (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. This senior capstone experience serves as the demonstration of competency in the major. A grade of C or better is required to graduate. Prerequisites: HWP 310, 335. Fall and Spring.

480 Advanced Internship in Health and Wellness Promotion (3)

Students are placed in an organization and provided with professional supervision for advanced skill development. Requirements may include a bi-weekly journal; a major project that includes research and project management and demonstrates leadership skills; a culminating report; and a final presentation. Students who qualify for this advanced internship placement do so on the basis of academic standing, career choice, and personal interview. Prerequisites: HWP 380 and permission of instructor. See department chair.

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. May be repeated for credit as often as permitted and as subject matter changes. See department chair.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill major or minor requirements.

HISTORY (HIST)

Professors Pierce (Chair), Hardy, Rizzo, Spellman; Associate Professors Judson, Pearson, Traboulsi; Assistant Professor Waters; Visiting Assistant Professor Dunn; Lecturer Roubinek,

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—37 hours: HIST 101, 102, 151, 152, 250, 451, 452; 3 hours from American History (category II); 3 hours from European History (category III); 3 hours from World History (category IV); 9 additional hours at 300-400 level.
- II. Required courses outside the major—None.
- III. Other departmental requirements—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 451 by delivery of formal presentations judged satisfactory by the department.

History with Teacher Licensure

Students seeking middle school or secondary licensure should complete the following program and see the appropriate licensure advisor for additional information.

- I. Required courses in the major—37 hours: HIST 101, 102, 151, 152, 250, 451, 452; 3 hours from American History (category II); 3 hours from European History (category III); 3 hours from World History (category IV); 9 additional hours at 300-400 level. HIST 315 is required for students seeking 6–9 licensure.
- II. Required courses outside the major—14 hours: ECON 101; POLS 220 or 281; PSYC 319; one course from SOC 200, 210 or 220. In addition, students must complete the required EDUC courses as indicated in the Education section of the catalog.
- III. Other departmental requirements—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 451 by delivery of formal presentations judged satisfactory by the department.

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 chosen from HIST 101, 102, 151 and 152, and 9 semester hours at the 300-400 level.

University-wide minimum requirements for a minor: 1) one-half of the hours required for a minor must be completed in residence at UNC Asheville, to include at least 6 hours at the 300-400 level; 2) students must have a cumulative grade-point-average of at least 2.0 on minor courses 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 for the major 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.

Courses in History (HIST)

Category I. Courses Required of All History 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. Students who transfer a course considered equivalent to World Civilization I from another institution may use the course for HIST 151 or may use it to fulfill the HUM 124 requirement. Students choosing to use the course for HUM 124 will not receive credit for HIST 151, nor can they take HIST 151 for credit. History majors who choose to use the course for HUM 124 must complete 3 additional hours of History at the 300-400 level in lieu of HIST 151. 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. Students who transfer a course considered equivalent to World Civilization II from another institution may use the course for HIST 152 or may use it to fulfill the HUM 214 requirement. Students choosing to use the course for HUM 214 will not receive credit for HIST 152, nor can they take HIST 152 for credit. History majors who choose to use the course for HUM 214 must complete 3 additional hours of History at the 300-400 level in lieu of HIST 152. Spring.
- 250 The Historian's Craft (3)**
A study in the practice and writing of history, its evolving methods, theories, and content, with attention to both academic and public history. Because this course is designed to prepare students for research and writing in the history major, it should be taken before the student takes upper-division history courses. This course is intended for History majors and minors. Prerequisite: permission of instructor. Fall and Spring.
- 451 Senior Seminar Preparation (1)**
Preliminary research for the Senior Research Seminar. Taken in the semester prior to taking HIST 452, students will investigate possible topics for the senior thesis, choose a thesis topic, and conduct research into the historiography of the chosen topic. Prerequisites: HIST 250; 12 hours in History, to include 6 hours of 300-level HIST. Fall and Spring.
- 452 Senior Research Seminar (3)**
A research seminar in which a student conducts a supervised investigation of a selected subject. An IP grade may be awarded at the discretion of the instructor. Prerequisites: HIST 250, 451. 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 disempowerment. See department chair.

303 **Colonial North America (3)**

Examines early North America from before European/American Indian contact to 1863. The course pays particular attention to the interaction of indigenous, European, and African peoples and cultures, to the competition for empire among English/British, Spanish, and French nations and the rise of the British to a position of dominance in North America, and the internal development of American colonial society. See department chair.

304 **Jefferson's America (3)**

Beginning at the start of the American Revolution and ending in 1840, this course focuses on the American struggle for economic and political independence, the evolution of the American system of government, and ideas about race, empire, and citizenship within the political, social, and cultural contexts of the United States' development. The course will be framed by, but not exclusively devoted to Thomas Jefferson's visions regarding liberty, manhood, race, and the American character. 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 1945 (3)

An intensive study of America's recent history, the course covers the period from the end of World War II through the Cold War to contemporary society. See department chair.

309 History of the "Old South" (3)

Examines the social, political, and cultural development of the very distinctive region that became known as "The South," from the colonial through antebellum periods in British colonial America/the United States. Explores the ways in which the cultures of the region – American Indian, African/African American, and white -- constructed their societies, and how identities changed as a result of contact with other races, ethnicities, and persons of different socio-economic levels. 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.

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.

319 Southern Appalachian History and Culture (3)

An introduction to the events, people, movements, and themes of Appalachian history from earliest human habitation to the present day with a particular emphasis on understanding of the roots of Appalachian identity, and how the unique environment of the Southern Appalachian mountains shaped that identity. See department chair.

Category III. European History Courses

347 History of Ireland (3)

A survey of Irish history from the pre-Celts to the late twentieth century. Special emphasis on politics and religious nationalism within the context of union with and independence from Britain. See department chair.

348 Britain to 1688 (3)

The social, political and religious history of Britain from the pre-Roman period to 1688: Roman contributions, Anglo-Saxon institutions, struggle between church and state, evolution of parliament and the rule of law, Henry VIII and the Reformation, Puritanism and Civil War, and the emergence of limited monarchy. 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.

357 Women and Imperialism (3)

In this survey of European hegemony (1789-1944), students will study imperialism from the perspectives of European and non-European women who were active participants in either extending or resisting European control. This seminar will revolve around readings of primary sources including letters, memoirs, pamphlets, fiction, and artistic production. See department chair.

358 European Feminisms (3)

Beginning in the Renaissance, learned women called for expanded opportunities for women and articulated a critique of patriarchal institutions. Their legacy inspired later generations of women who, thanks to modernization, had greater opportunities for mass-mobilization. This course will examine these women and movements across the European continent. 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. World 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.

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.

382 American Indian History, Precontact to 1840 (3)

Examines the experience of North American Indians from their earliest origins to the removal of Native American nations westward in the 1830s and 1840s. The course focuses on the ways in which American Indians constructed their societies before European contact; how they received the European newcomers during the era of exploration; how they negotiated the power dynamics between their own cultures and those of the Europeans; and how they maintained or modified their cultural identities as a result of their interactions with whites. 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.

388 Introduction to Islam (RELS 388) (3)

Explores Islam as a faith and way of life. In addition to studying the Quran and Prophetic traditions, it will closely examine the dynamics of Islamic law and its role in everyday life in addition to Muslim ritual and devotional practices. See department chair.

389 The Modern Middle East (3)

Examines the political, social and economic history of the Middle East from the 18th to the 21st century. It will focus on the decline of the Ottoman Empire, European colonialism, the rise of Arab Nationalism and the Arab-Israeli conflict. See department chair.

391 The History of the Atlantic World, 1492-1820 (3)

Examines the Atlantic world through the experiences of the men and women who inhabited it through the revolutions of the late 19th and early 20th centuries. Instead of a chronological approach, explores specific topics that illustrate how the new Atlantic World was created by the interaction among the peoples from Africa, Europe, and the Americas. 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.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill major or minor requirements.

HONORS (HON)

Associate Professor Bahls (Director)

Honors courses are open to students formally admitted to the University Honors Program. Designed for talented and motivated students, the Honors curriculum complements both the Liberal Arts Core and the student's major curriculum. Honors sections of many LAC courses such as LANG 120, Humanities and ARTS 310 are regularly offered, and these courses count toward program requirements.

Honors Program

Students who successfully complete the University Honors Program, detailed below, will graduate with Distinction as a University Scholar. Students must complete at least of 21 hours of Honors credit with a minimum overall GPA of 3.25, and a 3.50 GPA in Honors courses.

- I. As part of the 21 hours, first-year students entering the program are required to take an Honors section of the Liberal Core First-Year Colloquium, HON 178, during their first semester. Transfer students with more than 30 hours of credit are not required to complete HON 178, but must take an additional 3-hour Honors course in order to have 21 hours of Honors credits.
- II. Students must complete at least two, 3-credit-hour Special Topics Honors courses at the 300-level or higher (i.e. HON 373).
- III. No more than 9 combined credit hours in Readings for Honors courses and HON 499 may count toward the 21 hours.
- IV. As the capstone course for both LAC and the Honors Program, students must complete an Honors section of LA 478. Centered on civic engagement and culminating in a service-learning experience, LA 478 will bring together students from several disciplines for research, discussion and a group project.

Note: Students planning to enroll in an Honors section of LA 478 must meet with the Honors Program director no later than the end of preregistration of the semester prior to the one in which the student plans to enroll in the course.

Good Standing

To remain in good standing with the Honors Program, students must meet the criteria listed below. Students not meeting these requirements will have one semester after falling below the standards to comply. If they do not, they will be suspended from the program and will have to reapply for admission through the Honors Program Office.

First-year Students

Students entering the program as first-year students must complete at least 6 hours of Honors credit as part of their first 60 hours at UNC Asheville and maintain an overall GPA of 3.25.

Transfer Students

Students transferring with 30 or more hours of credit must complete at least 3 hours of Honors credit as part of their first 30 hours at UNC Asheville and maintain an overall GPA of 3.25.

Honors Credit for Courses Taken at Schools Other than UNC Asheville

Students may receive Honors credit for courses taken at other institutions, either through Study Abroad or through transfer. Students wishing to receive Honors credit for courses taken through Study Abroad should review the Honors Program website, <http://honors.unca.edu/>, for specific details on what is required to have a Study Abroad course count for Honors. Students must contact the Honors Program office prior to departing on the trip.

Transferred courses are subject to the review of the Honors Program director to determine eligibility for Honors credit. Students interested in receiving Honors credit for courses taken at other institutions, should visit the Honors Program office in Karpen Hall.

Courses in Honors (HON)

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.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog 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)

Associate Professor Hook (Director)

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 student's major or other LAC 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.

University-wide minimum requirements for a minor: 1) one-half of the hours required for a minor must be completed in residence at UNC Asheville, to include at least 6 hours at the 300-400 level; 2) students must have a cumulative grade-point-average of at least 2.0 on minor courses taken at UNC Asheville.

Courses in Humanities (HUM)**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.

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.

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.

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. No credit given if credit received for LA 478. Prerequisites: 75 credit hours and HUM 124, 214, 324; LANG 120. Fall and 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.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill major or minor requirements.

INTERDISCIPLINARY STUDIES (IST)

Assistant Professor Boakye-Boaten (Interim Director); Associate Professor Subramaniam;
Assistant Professors Kapur, Li

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, Asian Studies, Humanities, International Studies, New Media, Religious Studies, Women, Gender and Sexuality Studies and UNC Asheville's single graduate program leading to the Master of Liberal Arts and Sciences. (See the separate program listings for these areas).

A Bachelor of Arts degree with a major in Interdisciplinary Studies can be earned in three ways. Students can pursue a concentration in Ethics and Social Institutions, International Studies or they may 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.

Courses in Interdisciplinary Studies (IST)**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.

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 program director.

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. See program director.

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)

Assistant Professor Boakye-Boaten (Interim 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.

Requirements for Concentration in Ethics and Social Institutions

- I. Required courses for the major—21 hours, including: ESI 101, 490; ECON 101 or 102; PHIL 200; POLS 220 or 281; ANTH 100 or SOC 100.
- II. Research methods—6-8 hours. Complete one of the following groups: (a) STAT 185 and ECON 365; or (b) POLS 220, 281 and 290; or (c) ANTH 225 or SOC 225, and either ANTH 336 or SOC 338.

- III. Elective program—18 hours approved by the ESI coordinator. In consultation with the major advisor, students will design an elective program organized around a theme in Ethics and Social Institutions. No more than 9 of these credit hours may come from any one department. Courses must come from at least three different departments, and at least 15 of the 18 elective hours must be at the 300-level or above.
- IV. Other concentration requirements—Major and oral competencies are met by successful completion of ESI 490 with a grade of C or higher. At least 28 of the total required hours must be taken while a student at UNCA. Students seeking a double major may count only 9 credit hours from the other major toward an ESI concentration. None of a student's credit hours earned for a declared minor can be counted toward an ESI concentration.

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.

Courses in Ethics and Social Institutions (ESI)

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 Senior Research in Ethics and Social Institutions (3)

Guided research on a topic of interest in Ethics and Social Institutions. The research project serves as the senior capstone experience for ESI majors. An IP grade may be awarded at the discretion of the instructor. See program coordinator.

171-6, 271-6, 371-6, 471-6 Special Topics in Ethics and Social Institutions (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.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill major or minor requirements.

INTERDISCIPLINARY STUDIES: INDIVIDUAL DEGREE CONCENTRATION

Assistant Professor Boakye-Boaten (Interim Director)

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 and oral 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 Office of the Registrar 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)

Assistant Professor Boakye-Boaten (Interim Director); Associate Professor Subramaniam;
Assistant Professors Kapur, Li

The International Studies program provides 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 a broad range of ideas and skills to analyze and respond to the diverse and complex mix of cultural, economic, and political forces that shape the global community. The concentration in International Studies provides students with an interdisciplinary understanding of the changing dynamics and forces that transcend national and regional boundaries.

Requirements for Concentration in International Studies

- I. Required courses for the major—at least 25 hours including: INTS 495; one course from AFST 130, ANTH 100, ASIA 100, ECON 250, ESI 101, HIST 152, INTS 201, IST 290, POLS 281 or RELS 280; and 3 hours from a course that produces original research on a topic related to international studies, as determined by the International Studies director. Students must also complete at least 18 hours of international studies related coursework from the courses listed below. The courses must be chosen from at least three disciplines, with at least 12 hours at the 300-level or above. Other appropriate courses with an international focus may be used with the approval of the International Studies director.
- II. Other major requirements—students must select one of the following international experience options:
 - a. 6 hours earned in a UNC Asheville-approved study abroad experience. These credits can be from foreign language courses or other culture-based courses and must be approved by the International Studies director.
 - b. 6 hours from INTS 365, International Experiential Learning Project.
- III. Other concentration requirements—Major competency is demonstrated through successful completion of 3 hours from a course approved by the INTS director that produces original research on a topic related to international studies. Oral competency is demonstrated through successful completion of INTS 495.

Electives for International Studies Concentration

| | | |
|------|-----|--|
| ANTH | 325 | Culture and Mind (4) |
| ANTH | 350 | Body, Disability and Culture (4) |
| ANTH | 361 | Writing Gender (4) |
| ANTH | 365 | Death and Dying (4) |
| ARTH | 360 | Modern Art and Modernism (4) |
| ARTH | 381 | Art in Latin America (4) |
| ARTH | 385 | African Art (4) |
| ARTH | 386 | Arts of the African Diaspora (4) |
| ARTH | 410 | Modern Art of Brazil and Mexico (4) |
| ASIA | 320 | Southeast Asia in the New Global Era (4) |
| ASIA | 330 | Asia in the 21st Century (4) |
| ECON | 314 | Economic Growth and Development (3) |
| ECON | 350 | International Trade and Finance (3) |
| ECON | 355 | Open Economy Macroeconomics (3) |

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|------|-----|--|
| ENVR | 324 | Environmental Ethics (3) |
| HIST | 311 | Foreign Relations of the United States (3) |
| HIST | 330 | World War II (3) |
| HIST | 350 | Britain Since 1688 (3) |
| HIST | 357 | Women and Imperialism (3) |
| HIST | 358 | European Feminism (3) |
| HIST | 362 | The French Revolution: History and Historiography (3) |
| HIST | 364 | Europe: 1848-1918 (3) |
| HIST | 367 | Tsarist Russia (3) |
| HIST | 368 | 20 th -Century Russia (3) |
| HIST | 380 | Imperial China (3) |
| HIST | 381 | Revolutionary China (3) |
| HIST | 383 | Women in China (3) |
| HIST | 384 | History of Japan (3) |
| HIST | 388 | Introduction to Islam (3) |
| HIST | 389 | The Modern Middle East (3) |
| HWP | 250 | Health Parity: Domestic and Global Contexts (3) |
| INTS | 214 | Philosophy of Human Rights (4) |
| INTS | 301 | Globalization: An Interdisciplinary Study (4) |
| INTS | 320 | Southeast Asia in the New Global Era (4) |
| INTS | 330 | Asia in the 21st Century (4) |
| INTS | 354 | The Nuclear Dilemma (3) |
| LIT | 328 | Ethnic Literatures (4) |
| LIT | 364 | Postcolonial Literature (4) |
| MGMT | 398 | International Management (3) |
| MGMT | 401 | International Marketing (3) |
| MUSC | 357 | Jazz History (3) |
| MUSC | 360 | Music and the Human Organism (3) |
| NM | 142 | New Media History and Theory (4) |
| NM | 344 | History of Design (4) |
| PHIL | 214 | Philosophy of Human Rights (4) |
| POLS | 331 | Immigration and Refugee Law and Policy (3) |
| POLS | 363 | The Political Economy of Development (4) |
| POLS | 380 | Globalization and its Critics (4) |
| POLS | 387 | International Organizations (4) |
| POLS | 388 | Human Rights and International Politics (3) |
| POLS | 389 | International Law (3) |
| RELS | 381 | Religions of South Asia (3) |
| RELS | 386 | Buddhism (3) |
| RELS | 387 | Religion and Culture of Judaism (3) |
| RELS | 388 | Introduction to Islam (3) |
| SOC | 359 | Women of Color and Feminism (4) |
| SOC | 364 | Population and the Environment: An International Perspective (4) |
| SOC | 480 | Sociology of Law (4) |

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. 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 International Studies director. Individual programs of study require coordinated planning between each student's academic advisor and the International Studies director.

Students participating in UNC Asheville-approved study abroad programs may apply appropriate overseas study credits to the minor with the approval of the International Studies Director. The study abroad program must be incorporated into the approved study plan prior to the student's participation.

Requirements for the minor

Students seeking a minor in International Studies must take 21 semester hours which satisfy the requirements outlined below.

University-wide minimum requirements for a minor: 1) one-half of the hours required for a minor must be completed in residence at UNC Asheville, to include at least 6 hours at the 300-400 level; 2) students must have a cumulative grade-point-average of at least 2.0 on minor courses taken at UNC Asheville.

Specific requirements for the International Studies minor include the following:

- I. Six of the required 21 hours must come from modern foreign language study beyond the 100-level.
- II. 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, ECON 250, 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.
- III. Courses included in a student's program must include significant international content relating to the modern era. The International Studies director, in consultation with the student's academic advisor, will determine suitable courses.

Courses in International Studies (INTS)

201 Introduction to Global Studies (4)

An introductory interdisciplinary course in international studies that examines the historical, political, economic, social, cultural, and ethical forces that shape the contemporary world. Major regions of the world will be covered. The course provides students with interdisciplinary intellectual and conceptual tools to understand and explain global phenomena in our interconnected, interdependent, dynamic, and hybridizing world. Fall.

214 Philosophy of Human Rights (PHIL 214) (4)

An analytical and historical introduction to the concept of human rights. Readings will be drawn from both historically significant and contemporary philosophical sources. See program director.

301 Globalization: An Interdisciplinary Study (4)

Provides students with interdisciplinary tools to understand human interactions at the global level. Using a broadly interdisciplinary and cross-regional approach, this advanced course in international studies examines both historical and contemporary perspectives on globalization. By focusing on the interconnections and interdependence between political, economic, and technological forces that shape the interrelations between peoples, societies, and cultures, this course will seek to explain some of the emerging challenges confronting our globalized world and common humanity today. Even years Spring.

320 Southeast Asia in the New Global Era (ASIA 320) (4)

An interdisciplinary study of the interconnections between the historical, political, cultural, and social factors that have shaped the countries of both maritime and mainland Southeast Asia, as well as the relations between these countries. This course will also examine dominant intraregional forces that have shaped the Southeast Asia region, including relations between the region and outside powers such as the United States, Europe, China, and Japan. Odd years Fall.

330 Asia in the 21st Century (ASIA 330) (4)

An interdisciplinary course that examines the historical, political, strategic, cultural, social and ethical ramifications to the global order of the rise of China, India, and other newly industrialized countries in Asia. This course will focus on the ways in which the rise of Asia is shaping the interrelations between peoples, societies, cultures, and histories globally in the 21st century. Odd years Spring.

354 The Nuclear Dilemma (3)

Students explore the technological, economic, social, political, and legal challenges posed by the proliferation of nuclear technology and weapons over the last fifty years, and examine the historical and contemporary efforts of the international community to address these challenges. Spring.

361 Contemporary Issues in World Affairs (3)

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. Fall and Spring.

362 Participatory Learning in World Affairs (3)

Students learn about world affairs through participation in significant internationally-oriented conferences, competitions (like Model United Nations), internships, and/or study-travel programs. See program director.

365 International Experiential Learning Project (3-6)

Students participate in an experiential learning project or internship with an international focus in the U.S. The project or internship must be approved by the International Studies director. An IP grade may be awarded at the discretion of the instructor. May be repeated for a total of 6 credit hours. Prerequisite: permission of 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.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill major or minor requirements.

INTERDISCIPLINARY STUDIES: ASIAN STUDIES (ASIA)

Minor in Asian Studies

The Asian Studies minor offers students an opportunity to explore the dynamic transformations that are sweeping through Asia, while situating these processes within a historical, philosophical/ethical, political, economic, cultural, religious, and literary context. This interdisciplinary approach is designed to provide students with a broad foundation of ideas and perspectives with which to understand and explain the challenges and opportunities facing Asia within a global context. Students must complete at least 18 hours for the minor from the courses listed below. The courses must be chosen from at least three disciplines, with at least 6 hours at the 300-level or above. Appropriate courses may be substituted with the approval of the Asian Studies director.

University-wide minimum requirements for a minor: 1) one-half of the hours required for a minor must be completed in residence at UNC Asheville, to include at least 6 hours at the 300-400 level; 2) students must have a cumulative grade-point-average of at least 2.0 on minor courses taken at UNC Asheville.

| | | |
|------|-----|--|
| ASIA | 100 | Introduction to Asian Studies (4) |
| ASIA | 101 | Elementary Chinese I (4) |
| ASIA | 102 | Elementary Chinese II (4) |
| ASIA | 201 | Intermediate Chinese I (4) |
| ASIA | 202 | Intermediate Chinese II (4) |
| ASIA | 301 | Advanced Chinese I (4) |
| ASIA | 302 | Advanced Chinese II (4) |
| ASIA | 303 | Chinese Literature: Great Works (4) |
| ASIA | 304 | Chinese Cinema (4) |
| ASIA | 313 | Asian Philosophy (4) |
| ASIA | 320 | Southeast Asia in the New Global Era (4) |
| ASIA | 330 | Asia in the 21st Century (4) |
| HIST | 380 | Imperial China (3) |
| HIST | 381 | Revolutionary China (3) |
| HIST | 383 | Women in China (3) |
| HIST | 384 | History of Japan (3) |
| HIST | 388 | Introduction to Islam (3) |
| INTS | 320 | Southeast Asia in the New Global Era (4) |
| INTS | 330 | Asia in the 21st Century (4) |
| LIT | 364 | Postcolonial Literature (4) |
| PHIL | 313 | Asian Philosophy (4) |
| PHIL | 352 | Contemporary Philosophy: Gandhi & King: Peace & Non-Violence (4) |

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|------|-----|-----------------------------------|
| POLS | 380 | Globalization and its Critics (4) |
| RELS | 280 | Asian Religious Traditions (3) |
| RELS | 381 | Religions of South Asia (3) |
| RELS | 386 | Buddhism (3) |
| RELS | 388 | Introduction to Islam (3) |

Courses in Asian Studies (ASIA)

100 Introduction to Asian Studies (4)

An introductory interdisciplinary survey of the discipline of Asian Studies. Students will gain an understanding of Asian Studies through insights from history, philosophy, politics, religious studies, literature and culture. It will review regions and nations in contemporary Asia. Some of the themes covered in this course include the complex relationships between the individual, the family, and the state; the political, social, cultural, and economic history of selected countries in Asia; cultural nationalism; and an examination of the dynamics of popular culture in Asia in this age of globalization through media and cultural studies. See program director.

101 Elementary Chinese I (4)

Intended for students with no prior knowledge of the Mandarin language, this course introduces the fundamental structures of Chinese, with emphases on spoken language, oral communication, pronunciation, grammatical analysis, and introductory reading and writing of Chinese characters. Students will learn to read Chinese with pinyin, acquire basic social communication skills through writing and speaking, and gain basic knowledge of Chinese culture and society. This course will include individual tutorials with the instructor and a language lab. See program director.

102 Elementary Chinese II (4)

Students will further develop their speaking and writing skills, and focus on conversation, character writing, and comprehension, with increasing emphasis on vocabulary building and grammar. Students will continue to build knowledge of Chinese culture and society. This course will include individual tutorials with the instructor and a language lab. Prerequisite: ASIA 101 or permission of instructor. See program director.

201 Intermediate Chinese I (4)

An intermediate course that continues intensive training in listening, speaking, reading, and writing and consolidates achievements from the first year of study. Students improve oral fluency, study more complex grammatical structures, and expand both reading and writing vocabulary. Students will also start practicing composition. This course will continue to build student knowledge of Chinese culture and society. This course includes individual tutorials with the instructor and a language lab. Prerequisite: ASIA 102 or permission of instructor. See program director.

202 Intermediate Chinese II (4)

Further intermediate-level work on skills in conversation, comprehension, and grammar. Continued practice in composition. Students develop basic proficiency in Chinese and familiarity with Chinese culture by practicing the use of basic language skills and acquisition of vocabulary. This course will include individual tutorials with the instructor and a language lab. Prerequisite: ASIA 201 or permission of instructor. See program director.

301 Advanced Chinese I (4)

Advanced study in speaking, listening, reading, and writing of Chinese through the use of audiovisual materials, oral presentations, and skits. Student writing assignments will

be geared toward assimilating more sophisticated grammatical structures. This course will introduce students to a wide variety of written forms and styles. Students will be expected to become fluent in both writing and speaking of the language, allowing them to examine in depth Chinese culture and society. This course will include individual tutorials with the instructor and a language lab. Prerequisite: ASIA 202 or permission of instructor. See program director.

302 Advanced Chinese II (4)

Further consolidates speaking, listening, reading, and writing of Chinese through diversified discussion topics and longer and more frequent writing assignments. Students become fluent in written and spoken Chinese. Students will use their knowledge of the Chinese language to conduct in-depth examinations of Chinese culture and society. This course will include individual tutorials with the instructor and a language lab. Prerequisite: ASIA 301 or permission of instructor. See program director.

303 Chinese Literature: Great Works (4)

A survey of great Chinese literary works, written in or translated into English. Students will read representative poetry, plays, fiction, and prose writings in different historical periods, and become familiar with China's cultural traditions and literary history as they deepen their understanding of Chinese society past and present. Readings are arranged in chronological order from the ancient to contemporary, with China broadly defined to include Taiwan and Hong Kong. No prior knowledge of East Asian literature or languages is required. See program director.

304 Chinese Cinema (4)

An interdisciplinary approach to the study of Chinese cinema, broadly defined to include films from Mainland China, Hong Kong, Taiwan, and other Chinese-language cinemas. Films are structured around different themes such as national and transnational, Chinese auteur directors, Hong Kong and the commercial cinema, and challenges of the sixth generation. Students will examine the specific political, social, economic, technological and aesthetic factors in the films that reflect changes in the cultural and political landscape of Chinese society over the last century, and enrich their understanding of Chinese history, culture, and popular media. No knowledge of Chinese language is required; all films screened for the course will have English subtitles. See program director.

313 Asian Philosophy (PHIL 313) (4)

A survey of major philosophical ideas and traditions, both classical and contemporary, originating in India and China, and developed generally in Asia. Attention will be given to questions of metaphysics, epistemology and ethics with relation to nature of reality, self and society. Spring.

320 Southeast Asia in the New Global Era (INTS 320) (4)

An interdisciplinary study of the interconnections between the historical, political, cultural, and social factors that have shaped the countries of both maritime and mainland Southeast Asia, as well as the relations between these countries. This course will also examine dominant intraregional forces that have shaped the Southeast Asia region, including relations between the region and outside powers such as the United States, Europe, China, and Japan. Odd years Fall.

330 Asia in the 21st Century (INTS 330) (4)

An interdisciplinary course that examines the historical, political, strategic, cultural, social and ethical ramifications to the global order of the rise of China, India, and other newly industrialized countries in Asia. This course will focus on the ways in which the

rise of Asia is shaping the interrelations between peoples, societies, cultures, and histories globally in the 21st century. Odd years Spring.

499 Undergraduate Research in Asian Studies (1-6)
Independent research under the supervision of a faculty member. 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 Asian Studies (1-6)
Courses not otherwise included in the catalog but for which there may be special needs. May be repeated for credit. See director for approval.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)
Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill major or minor requirements.

INTERDISCIPLINARY STUDIES: LEGAL STUDIES (LEGL)

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.

University-wide minimum requirements for a minor: 1) one-half of the hours required for a minor must be completed in residence at UNC Asheville, to include at least 6 hours at the 300-400 level; 2) students must have a cumulative grade-point-average of at least 2.0 on minor courses taken at UNC Asheville.

The courses must be distributed as follows:

At least 6 hours of course work in which the nature of law in society is explored:

| | | |
|------|-----|-------------------------|
| PHIL | 305 | Philosophy of Law (3) |
| POLS | 235 | Introduction to Law (3) |
| PSYC | 343 | Psychology and Law (4) |
| SOC | 480 | Sociology of Law (3) |

At least 3 hours of course work in which the nature of case law is examined:

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| POLS | 327 | Constitutional Law (3) |
| POLS | 330 | Individual Rights and Civil Liberties (3) |

At least 6 hours of course work which explores the role of law in different policy areas, develop analytical skills important in legal thinking, or provides a wider context for understanding law and legal issues:

| | | |
|------|-----|--|
| DRAM | 213 | The Art of Public Speaking and Presentations (3) |
| ECON | 316 | Transaction Cost Economics (3) |
| HIST | 303 | Colonial North America (3) |
| INTS | 214 | Philosophy of Human Rights (4) |
| MCOM | 490 | Mass Communication Law and Ethics (4) |

| | | |
|------|-----|---|
| MGMT | 300 | Legal and Ethical Environment (3) |
| PHIL | 101 | Introduction to Logic (4) |
| PHIL | 200 | Introduction to Ethical Theories (4) |
| PHIL | 214 | Philosophy of Human Rights (4) |
| POLS | 331 | Immigration and Refugee Law and Policy (3) |
| POLS | 387 | International Organizations (4) |
| POLS | 388 | Human Rights and International Politics (3) |
| SOC | 200 | Criminology (4) |
| SOC | 340 | Social Control and Deviant Behavior (4) |

Courses in Legal Studies (LEGL)

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.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill major or minor requirements.

INTERDISCIPLINARY STUDIES: NEUROSCIENCE (NEUR)

Associate Professor Foo (Director)

Minor in Neuroscience

The neuroscience minor helps students understand brain science from different disciplinary perspectives. Students must complete at least 21 hours for the minor distributed as follows: BIOL 116; CHEM 111, 132; NEUR 216; 1 hour from NEUR 480; and 9 hours selected from the list of elective courses below. (Note: prerequisites for some of the elective courses may increase the total number of hours.) Six of the elective hours must be at the 300-400 level and must be outside the student's major department. Appropriate courses may be substituted with the approval of the director of the Neuroscience minor.

University-wide minimum requirements for a minor: 1) one-half of the hours required for a minor must be completed in residence at UNC Asheville, to include at least 6 hours at the 300-400 level; 2) students must have a cumulative grade-point-average of at least 2.0 on minor courses taken at UNC Asheville.

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| BIOL | 338 | Mammalian Physiology (4) |
| BIOL | 344 | Cell Biology (4) |
| BIOL | 360 | Animal Behavior (4) |
| BIOL | 444 | Biological Biochemistry (4) |
| BIOL | 455 | Principles of Animal Physiology (4) |
| CHEM | 236 | General Chemistry II (3) |
| CHEM | 436 | Biochemistry I (3) |
| CHEM | 437 | Biochemistry II (3) |
| MATH | 191 | Calculus I (4) |
| MATH | 192 | Calculus II (4) |
| MATH | 291 | Calculus III (4) |
| MATH | 452 | Introduction to Mathematical Models (3) |
| PSYC | 100 | Introductory Psychology (3) |
| PSYC | 322 | Sensation and Perception (3) |
| PSYC | 362 | Advanced Neuroscience (4) |

Courses in Neuroscience (NEUR)

216 Fundamentals of Neuroscience (PSYC 216) (3)

An introduction to psychological neuroscience. Topics include research methods, basic anatomy and physiology of mammalian nervous systems, mechanisms of neuronal development and integration, vision and other senses, sensory-motor control, basic drives and behavioral systems. No credit given to students who have credit for PSYC 215. Prerequisite: PSYC 100. Offered every year.

480 Topical Seminar in Neuroscience (1)

Students will apply neuroscience theory and knowledge during the presentation and discussion of diverse readings in topics chosen by the instructor. May be repeated as subject matter changes for a total of 3 hours of credit. Prerequisite: BIOL 116, NEUR 216 and permission of instructor. See program director.

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

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.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill major or minor requirements.

LIBERAL ARTS (LA)

A Liberal Arts education 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 communities. To be good citizens, people must be able to think critically and to communicate their ideas. In serving UNC Asheville's liberal arts mission, the Liberal Arts Core works alongside the majors to help students develop and improve these skills by immersing them in an interdisciplinary community of mutually supportive scholars.

At the heart of the Liberal Arts Core 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.

Courses in Liberal Arts (LA)

178 Liberal Arts First-Year Colloquium (DEPT 178) (3-4)

A topical seminar for all incoming freshmen and first-year students with less than 25 hours of college credit. The course introduces the study and construction of knowledge in the liberal arts setting, and addresses perspectives on knowledge acquisition, skill development, cognitive growth and aesthetic appreciation. 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. Students may receive credit for only one section of LA 178. No credit given if credit received for LA 378. Fall and Spring.

378 Liberal Arts Colloquium for Transfer Students (DEPT 378) (3-4)

A topical seminar for students with prior college experience who are in their first semester at UNC Asheville. The course 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: 25 or more transferable semester hours. Students may receive credit for only one section of LA 378. No credit given if credit received for LA 178. See department chair.

478 Senior Capstone (4)

A topical capstone seminar, ordinarily taken in the final year, 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 liberal arts core courses. 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: HUM 324 and Senior standing. No credit given if credit received for HUM 414. Fall and Spring.

171-4, 271-4, 371-4, 471-4 Special Topics in Liberal Arts (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.

LITERATURE (LIT) AND LANGUAGE (LANG)

Professor Moseley (Chair); Professors Ashburn, Caulfield, Chess, Hopes, Horvitz, D. James, Katz; Associate Professors Ettari, Locklear, Min, Russell; Assistant Professors Gurney, Jansen, Wray; Lecturers Boyle, Chadwick, Graves, Hays, Hutchman

A major in Literature and Language entails a sequence of core courses, elective courses in diverse areas of specialization, and workshops that provide a rich variety of opportunities for students to gain broad knowledge while making connections among disciplines and among peoples and cultures. As students encounter fiction, drama, and poetry, they also learn about various interpretive approaches and cultures, using sociological, historical, political, and aesthetic contexts to understand and appreciate literary works of art. As students learn about the art of writing, they also learn how others have used forms of literary expression and about how they can practice the writer's craft.

Literature and Language courses demand extensive writing practice, engaging classroom discussions, convincing oral presentations, advanced technological integration, teamwork, sustained reading, independent thinking, a disciplined imagination, self-motivated learning, and persistent investigation. Literature and Language students cultivate versatile skills that can be applied broadly in the workplace and in graduate coursework. In tandem with the capstone experience, the department's sequence provides a strong foundation for those planning to teach, to go on to graduate study in English or other fields, or to make a career in writing, business, the nonprofit sector, or any professional career in which writing, thinking, and critical thinking are important.

By practicing the arts of critical thinking, close reading, articulate speaking, and clear writing, students develop and use intellectual capabilities as they acquire and apply lifelong learning skills while inquiring from a range of perspectives, applying knowledge to new settings and finding creative solutions to increasingly complex problems.

Concentration in Literature

The concentration in Literature contains a combination of core, genre, culture and identity, major author, and elective courses that combine breadth and depth, historical overview and close attention to one author or genre to give students the experiences, abilities, and tools for a lifelong engagement with literature and ideas. The capstone experience, in which students research, write and edit a comprehensive thesis, allows students to demonstrate their skills as readers and writers. All classes develop skills in speaking, listening, imagining and reasoning.

- I. Required courses in the major—36 hours, including: LIT 240, 324, 334, 335, 488, 494; one course from LIT 325, 326 or 327; one course from LIT 328, 346, 364 or 369; 4 additional hours in LIT at the 300-400 level. Note: LIT 340 cannot be used to fulfill any of the major course requirements.
- II. Required courses outside the major—None.
- III. Other departmental requirements—A two-part demonstration of competency, including a written examination and senior thesis with public presentation. Writing, information literacy, and oral competencies are completed in LIT 494.

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. The goal of the program is to foster confident undergraduate writers who work with a sound knowledge of their own literary tradition. Students accepted into the program will receive individual assistance in understanding and extending their skills in writing poetry, fiction, non-fiction, and plays. The capstone experience gives students an opportunity to engage in a longer project in which, under the direction of a faculty mentor, they will compose, revise, and polish a substantial piece of original creative writing. Students wanting to complete the

Concentration in Creative Writing must follow the application process listed under Declaration of Major in Literature and Language.

- I. Required courses in the major—40 hours, including: LANG 260, 494; LIT 240, 324, 334, 335; one course from LIT 325, 326 or 327; one course from LIT 328, 346, 364 or 369; and 8 additional hours of creative writing chosen from LANG 361-368 and 461-466, with at least 4 hours at the 400-level.
- II. Required courses outside the major—None.
- III. Other departmental requirements—A two-part demonstration of competency, including a written examination and a senior Creative Writing Project with public presentation. Writing, information literacy, and oral competencies are completed in LANG 494.

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—32 hours: LANG 352; LIT 240, 324, 334, 335, 494; one course from LIT 325, 326 or 327; one course from LIT 328, 346, 364 or 369.
- II. Required courses outside the major for 6-9 and 9-12 licensures—6-7 hours: PSYC 319 and one course from DRAM 213, NM 101, VMP 205. Students seeking teacher licensure must also complete the required EDUC courses indicated in the Education section of the catalog and see the appropriate Education advisor.
- III. Other departmental requirements—A two-part demonstration of competency, including a written examination and senior thesis with public presentation. Writing, information literacy, and oral competencies are completed in LIT 494.

Creative Writing with Teacher Licensure

This concentration is designed for candidates who, in addition to completing the concentration in Creative Writing, wish to study the skills required for English Licensure. Students wanting to complete the Concentration in Creative Writing with Teacher Licensure must follow the application process listed under Declaration of Major in Literature and Language.

- I. Required courses in the major—40 hours: LANG 260, 352, 494; LIT 240, 324, 334, 335; one course from LIT 325, 326 or 327; and 8 additional hours of creative writing chosen from LANG 361-368 and 461-466, with at least 4 hours at the 400-level.
- II. Required courses outside the major—3 hours: PSYC 319. Students seeking teacher licensure must also complete the required EDUC courses indicated in the Education section of the catalog and see the appropriate Education advisor.
- III. Other departmental requirements—A two-part demonstration of competency, including a written examination and a Senior Creative Writing Project with public presentation. Writing, information literacy, and oral competencies are completed in LANG 494.

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.

In addition to completion of LANG 120, students declaring a major in Literature with a Concentration in Creative Writing or a Concentration in Creative Writing with Teacher Licensure must apply for acceptance into the concentration. The application process consists of:

1. satisfactory completion of LANG 260; and
2. submission of a writing sample and a brief letter explaining why they are interested in creative writing and what their goals are for pursuing the concentration in creative writing.

Applications will be reviewed once a semester by a committee appointed by the director of the creative writing program and the chair of the Department of Literature and Language. Students not admitted to the program may reapply after successfully completing a 300-level LANG workshop or after consultation with the director of the creative writing program.

Minor in Literature

20 hours in Literature: LIT 240; 8 hours selected from LIT 324, 334 or 335; 8 additional hours of LIT at the 300-400 level. LIT 340 cannot be used as part of the 8 additional hours.

University-wide minimum requirements for a minor: 1) one-half of the hours required for a minor must be completed in residence at UNC Asheville, to include at least 6 hours at the 300-400 level; 2) students must have a cumulative grade-point-average of at least 2.0 on minor courses taken at UNC Asheville.

Minor in Creative Writing

20 hours in Literature and Language: LANG 260, LIT 240; 4 hours selected from LIT 325, 326 or 327; 8 additional hours selected from LANG 361-368 and 461-466. Students wanting to minor in Creative Writing must follow the same application procedures required for majors in Creative Writing, listed under Declaration of Major in Literature and Language.

University-wide minimum requirements for a minor: 1) one-half of the hours required for a minor must be completed in residence at UNC Asheville, to include at least 6 hours at the 300-400 level; 2) students must have a cumulative grade-point-average of at least 2.0 on minor courses taken at UNC Asheville.

University Writing Center

The University Writing Center (UWC) provides support to students writing for any course, as well those writing application letters, personal statements, and creative writing. Writing consultants offer friendly, constructive feedback at any point of the writing process, from brainstorming to revising. Appointments last 30-50 minutes and can be scheduled by visiting <http://writingcenter.unca.edu/>. The UWC is located on the main floor of the library, RAM 136.

Courses in Language (LANG)

120 Academic Writing and Critical Inquiry (4)

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. A grade of C- or better is required. Fall and Spring.

260 Introduction to Creative Writing (4)

A first workshop experience for students interested in the composition of poetry, fiction and other imaginative writing. Prerequisite: C- in LANG 120. 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.

350 Academic Publishing (4)

Principles of academic publishing with opportunities for students to develop, design, edit, and layout electronic publications, including scholarly journals and book projects and individual academic articles under review. While analytical approaches to language, rhetorical communication strategies and editing methods are addressed, this course emphasizes practice, with extensive experience provided using digital tools and software requisite with the current publishing industry as each particular project demands. Prerequisites: LANG 120; LIT 240. Every other year.

352 The English Language and the Teaching of Writing (4)

Studies in the development of the English language. Introduction to several aspects of linguistics; approaches to teaching writing, including the writing process, methods of evaluation, and grammar and usage. Prerequisite: LANG 120. Fall and Spring.

354 Professional Writing (4)

A workshop in advanced prose writing including job materials, applications, proposals, marketing materials, technical and professional writing, and grant applications. Includes project development and management, document design, professional editing, visual rhetoric, formal presentations, and service learning collaboration with local nonprofit organizations. Prerequisite: LANG 120. Every other year.

361 Poetry Writing Workshop (4)

Workshop in the study, practice, craft, and art of poetry. Students write poetry and also learn how to critique peer work-in-progress. The study, from a poet's point-of-view, of exemplary texts contemporary and traditional poems as well as statements of poetics, will be included. A study and exploration of imaginative writing that includes craft talks, discussions, in-class writing, techniques for drafting, developing, shaping, revising, and editing work, supportive feedback, and individual meetings for the development of significant projects and for the assessment of work. May be repeated once for credit. Prerequisite: LANG 260 or permission of instructor. Every year.

363 Fiction Writing Workshop (4)

A workshop in the craft and art of fiction writing. Students are introduced to the basic elements of fiction craft, such as scene, story structure, and characterization, and employ them in in-class exercises and assignments, leading to story drafts that are peer-critiqued and revised. Close reading of master works help inform and inspire craft choices. A study and exploration of imaginative writing that includes craft talks, discussions, in-class writing, techniques for drafting, developing, shaping, revising, and editing work, supportive feedback, and individual meetings for the development of significant projects and for the assessment of work. May be repeated once for credit. Prerequisite: LANG 260 or permission of instructor. Fall and Spring.

365 Playwriting Workshop (4)

Beginning playwriting; development of scenario, dialogue and scenes; the writing of an original one-act play. A study and exploration of imaginative writing that includes craft talks, discussions, in-class writing, techniques for drafting, developing, shaping, revising, and editing work, supportive feedback, and individual meetings for the development of significant projects and for the assessment of work. May be repeated once for credit. Prerequisite: LANG 260 or permission of instructor. Every year.

366 Creative Non-Fiction Workshop (4)

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. A study and exploration of imaginative writing that includes craft talks, discussions, in-class writing, techniques for drafting, developing, shaping, revising, and editing work, supportive feedback, and individual meetings for the development of significant projects and for the assessment of work. May be repeated once for credit. Prerequisite: LANG 260 or permission of instructor. Fall and Spring.

368 Poetics of Identity and Perception (LIT 368) (4)

A poetry workshop focused on representation of self and identity. A wide variety of poems exploring these themes will be studied. Students will write original poems as well as hone their craft and perform thematic analyses of exemplary texts. A study and exploration of imaginative writing that includes craft talks, discussions, in-class writing, techniques for drafting, developing, shaping, revising, and editing work, supportive feedback, and individual meetings for the development of significant projects and for the assessment of work. Prerequisite: LANG 120. Every year.

461 Advanced Poetry Writing (4)

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. A study and exploration of imaginative writing that includes craft talks, discussions, in-class writing, techniques for drafting, developing, shaping, revising, and editing work, supportive feedback, and individual meetings for the development of significant projects and for the assessment of work. May be repeated once for credit. Prerequisite: admission to concentration in creative writing and LANG 361, or permission of instructor. Every year.

463 Advanced Fiction Writing (4)

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. A study and exploration of imaginative writing that includes craft talks, discussions, in-class writing, techniques for drafting, developing, shaping, revising, and editing work, supportive feedback, and individual meetings for the development of significant projects and for the assessment of work. Prerequisite: admission to concentration in creative writing and LANG 363, or permission of instructor. Fall and Spring.

466 Advanced Creative Non-Fiction (4)

Intensive writing experience for students with an advanced or professional interest in the writing of creative non-fiction, including the memoir. May also include the study of contemporary essays, memoir, and literary journalism. A study and exploration of imaginative writing that includes craft talks, discussions, in-class writing, techniques for drafting, developing, shaping, revising, and editing work, supportive feedback, and individual meetings for the development of significant projects and for the assessment of work. May be repeated once for credit. Prerequisite: admission to concentration in creative writing and LANG 363 or 366, or permission of instructor. Every year.

494 Senior Seminar in Creative Writing (4)

Students will work closely with a faculty mentor to develop a significant manuscript of poetry, fiction, creative non-fiction, several one act plays, or a full-length play, presenting a portion of this senior project to the public at the end of the semester. A study and exploration of imaginative writing that includes craft talks, discussions, in-

class writing, techniques for drafting, developing, shaping, revising, and editing work, supportive feedback, and individual meetings for the development of significant projects and for the assessment of work. Writing and information literacy competencies will be demonstrated through a research paper and formal public presentation.

Prerequisites: admission to concentration in creative writing and one course from LANG 461, 463 or 466; or permission of instructor. An IP grade may be awarded at the discretion of the instructor. Fall and Spring.

499 Undergraduate Research in Creative Writing (1-4)

Individual work in poetry, fiction or playwriting for advanced writing majors.

Prerequisites: admission to concentration in creative writing and one course from LANG 461, 463 or 466 as appropriate; or permission of instructor. An IP grade may be awarded at the discretion of the instructor. May be repeated for a total of 8 hours credit. See department chair.

171-4, 271-4, 371-4, 471-4 Special Topics in Language (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.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill major or minor requirements.

Courses in Literature (LIT)

240 Introduction to Literature (4)

Introduction to literary studies focusing on developing reading, communication and interpretive skills as well as serving as an introduction to methodology and terminology. Prerequisite: LANG 120. Fall and Spring.

246 Introduction to Shakespeare (4)

A study of the major comedies, histories and tragedies of Shakespeare, with emphasis on cultural and historical background. A study and exploration of imaginative literature that includes lectures, discussions, in-class writing, techniques for drafting, developing, shaping, revising, and editing work, supportive feedback, and individual meetings for the development of significant projects and for the assessment of work, with class time divided accordingly. Prerequisite: LANG 120 or permission of instructor. See department chair.

324 American Literary Tradition (4)

The American experience, from the beginning to the present, examined through its literature. Emphasis on major writers. Prerequisite: LIT 240 or permission of instructor. See department chair.

325 Readings in Drama (4)

An intensive study of drama and its historical dimensions with emphasis on meaning and techniques as well as research in literature. Prerequisite: LIT 240 or permission of instructor. Spring.

326 Readings in Fiction (4)

An intensive study of fiction and its historical dimensions with emphasis on meaning and techniques as well as research in literature. Prerequisite: LIT 240 or permission of instructor. Fall and Spring.

327 Readings in Poetry (4)

An intensive study of poetry and its historical dimensions with emphasis on meaning and technique as well as research in literature. Prerequisite: LIT 240 or permission of instructor. Fall and Spring.

328 Ethnic Literatures (4)

Literature from diverse cultures with attention to the representation and expression of identities and cultural differences. A study and exploration of imaginative literature that focuses on the process of knowledge, discernment, and awareness whereby human beings make reasoned decisions based on difference. These courses include but are not limited to the relationships between difference and inequality, exclusion and inclusion, representation, identity, and social, economic, and political power, with lectures, discussions, in-class writing, techniques for drafting, developing, shaping, revising, and editing work, supportive feedback, and individual meetings for the development of significant projects and for the assessment of work, with class time divided accordingly. Thematic focus will vary and may include Asian American, African American, Latino/a, Native American/American, Indian or Jewish literatures. May be repeated once as content varies. Prerequisite: LANG 120. Fall and Spring.

329 Southern Literature (4)

A study of Southern fiction, drama and poetry, with special attention to major Southern writers. A study and exploration of imaginative literature that includes lectures, discussions, in-class writing, techniques for drafting, developing, shaping, revising, and editing work, supportive feedback, and individual meetings for the development of significant projects and for the assessment of work. Topic and theme may vary. Prerequisite: LANG 120 or permission of instructor. Every year.

334 Western Literature: Ancient to Renaissance (4)

Major Western literary works through the Renaissance period studied against their literary, historical and cultural background. No credit given to students who have credit for LIT 321 or 322. Prerequisite: LIT 240 or permission of instructor. Fall and Spring.

335 Western Literature: Enlightenment to Modern (4)

Major Western literary works from the Enlightenment to the modern period, studied against their literary, historical and cultural background. No credit given to students who have credit for LIT 322 or 323. Prerequisite: LIT 240 or permission of instructor. Fall and Spring.

340 Internship (1-4)

Offers opportunities for supervised work in professional settings. Students gain experience in fields including editing, publishing and bookselling. May be repeated once for a maximum of 4 credit hours. Will not fulfill Literature and Language elective requirements. Prerequisites: minimum 3.0 GPA and a declared major in Literature. See department chair.

346 Readings in Gender and Sexuality (4)

Explores major authors, critical theories and themes with a focus on representations and expressions of gendered and/or sexual identities in literature. These identities are considered within historical and social contexts and in terms of their relationship with other forms of cultural identity (e.g. class, race, nationality). A study and exploration of imaginative literature that includes lectures, discussions, in-class writing, techniques for drafting, developing, shaping, revising, and editing work, supportive feedback, and individual meetings for the development of significant projects and for the assessment of work. May be repeated once as content varies. Every year.

349 Studies in Contemporary Literature (4)

New forms of poetry and fiction by current authors. Emphasis on imaginative qualities as well as critical analysis that includes lectures, discussions, in-class writing, techniques for drafting, developing, shaping, revising, and editing work, supportive feedback, and individual meetings for the development of significant projects and for the assessment of work. May be repeated once as content varies. Prerequisite: LIT 240 or permission of instructor. Every year.

357 Modern Poetry (4)

An intensive study of modern poets. A study and exploration of imaginative literature that includes lectures, discussions, in-class writing, techniques for drafting, developing, shaping, revising, and editing work, supportive feedback, and individual meetings for the development of significant projects and for the assessment of work. May be repeated once as content varies. Prerequisite: LIT 240 or permission of instructor. See department chair.

359 Major Women Writers (4)

An in-depth study of two or three major women writers. A study and exploration of imaginative literature that includes lectures, discussions, in-class writing, techniques for drafting, developing, shaping, revising, and editing work, supportive feedback, and individual meetings for the development of significant projects and for the assessment of work. May be repeated once as content varies. See department chair.

363 Appalachian Literature (4)

A study of the literature of the Appalachian Mountains within the context of the region's history, culture, and politics. A study and exploration of imaginative literature that includes lectures, discussions, in-class writing, techniques for drafting, developing, shaping, revising, and editing work, supportive feedback, and individual meetings for the development of significant projects and for the assessment of work. Writers and genres may vary. Prerequisite: LANG 120 or permission of instructor. Every year.

364 Postcolonial Literature (4)

World literatures with a focus on the historical and continuing effects of colonization. Topics will vary, but may include African, South Asian, Pacific Rim, and Caribbean literatures with attention to themes of race, language, nationalism, empire, education, and the intersections of cultural identities. A study and exploration of imaginative literature that includes lectures, discussions, in-class writing, techniques for drafting, developing, shaping, revising, and editing work, supportive feedback, and individual meetings for the development of significant projects and for the assessment of work. May be repeated once as content varies. Prerequisite: LANG 120. Fall and Spring.

365 Introduction to the Hebrew Bible (CLAS 365) (4)

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. A study of literature that includes lectures, discussions, in-class writing, techniques for drafting, developing, shaping, revising, and editing work, supportive feedback, and individual meetings for the development of significant projects and for the assessment of work. Every other year.

367 Writers of the Beat Generation (4)

Explores Beat Generation and Beat-related writers including Jack Kerouac, Allen Ginsberg, William Burroughs, and Diane Di Prima. Along with literary analysis, texts are situated in historical, political, and cultural contexts. A study and exploration of

imaginative literature that includes lectures, discussions, in-class writing, techniques for drafting, developing, shaping, revising, and editing work, supportive feedback, and individual meetings for the development of significant projects and for the assessment of work. Every other year.

368 Poetics of Identity and Perception (LANG 368) (4)

A poetry workshop focused on representation of self and identity. A wide variety of poems exploring these themes will be studied. Students will write original poems as well as hone their craft and perform thematic analyses of exemplary texts. A study and exploration of imaginative literature that includes lectures, discussions, in-class writing, techniques for drafting, developing, shaping, revising, and editing work, supportive feedback, and individual meetings for the development of significant projects and for the assessment of work. Every year.

369 World Literatures (4)

Varying topics in world literatures, including non-western literature in pre-colonial and ancient contexts. A study and exploration of imaginative literature that includes lectures, discussions, in-class writing, techniques for drafting, developing, shaping, revising, and editing work, supportive feedback, and individual meetings for the development of significant projects and for the assessment of work. May be repeated once as content varies. Prerequisite: LANG 120. Every year.

440 Literary Theory and Criticism (4)

Explores a variety of critical approaches to literature with attention to the intellectual foundations of critical methods and their implications for interpretive, critical, and creative practices. May be repeated once as content varies. Prerequisite: 8 hours of literature courses or permission of instructor. Every year.

443 Studies in the Renaissance (4)

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 and with secondary literature considered. A study and exploration of imaginative literature that includes lectures, discussions, in-class writing, techniques for drafting, developing, shaping, revising, and editing work, supportive feedback, and individual meetings for the development of significant projects and for the assessment of work, with class time divided accordingly. May be repeated once as content varies. Prerequisite: LIT 334 or permission of instructor. See department chair.

445 Studies in 19th Century Literature (4)

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 and with secondary literature considered. A study and exploration of imaginative literature that includes lectures, discussions, in-class writing, techniques for drafting, developing, shaping, revising, and editing work, supportive feedback, and individual meetings for the development of significant projects and for the assessment of work. May be repeated once as content varies. Prerequisite: LIT 335 or permission of instructor. See department chair.

446 Studies in Modern Literature (4)

A major author, topic or theme (e.g., Kafka, Existentialist writing, the Lost Generation) studied against the historical and intellectual background of the period and with secondary literature considered. A study and exploration of imaginative literature that includes lectures, discussions, in-class writing, techniques for drafting, developing, shaping, revising, and editing work, supportive feedback, and individual meetings for the development of significant projects and for the assessment of work. May be

repeated once as content varies. Prerequisite: LIT 335 or permission of instructor. See department chair.

488 Seminar in a Major Author (4)

An intensive study of one significant author that includes both a comprehensive study of primary works and substantive work with secondary sources. Authors regularly offered include Shakespeare and Milton. Other major authors cover a wide gamut based upon student and faculty interest. This seminar experience includes lectures, discussions, in-class writing, techniques for drafting, developing, shaping, revising, and editing work, supportive feedback, and individual meetings for the development of significant projects and for the assessment of work, with class time divided accordingly. May be repeated for credit as content varies. Prerequisite: LIT 240. Fall and Spring.

494 Senior Seminar (4)

A research seminar for the production of senior theses. Emphasis upon significant literary texts and extensive use of scholarly source work, with faculty supervision of the research and writing process. Analysis of texts, proposal of research, review and evaluation of critical literature, and presentation of research required, with integration of technology throughout. Writing and information literacy competencies will be demonstrated through a formal public presentation. Prerequisite: senior standing or permission of department chair. Fall and Spring.

499 Undergraduate Research in Literature (1-4)

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 8 hours credit. See department chair.

171-4, 271-4, 371-4, 471-4 Special Topics in Literature (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.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill major or minor requirements.

MANAGEMENT (MGMT) AND ACCOUNTING (ACCT)

Associate Professor Stratton (Chair); Professors Manns, Yearout; Associate Professors Burris, Whitfield; Assistant Professors Clark Muntean, Roig, Shields; Lecturers Cole, Eason

The Department of Management and Accountancy provides undergraduate degree programs of excellence in accounting and management, including concentrations in business administration, marketing, and operations management. We develop lifelong learners, critical thinkers and effective communicators who understand that learning is a collaborative, reflective process requiring the integration and synthesis of knowledge from many sources in the liberal arts tradition. The faculty supports the mission through excellent teaching, scholarly activity, and service to the University, the local community, the State, and their management and accounting professions. Our students and graduates support the mission through active learning, research, and participation in service to the University, the State of North Carolina, and our local and global communities. We strive to use our distinctive setting within a public liberal arts university to focus on the human element as part of the decision making process in organizations. Students are encouraged to develop an appreciation for diversity and inclusion, a strong orientation toward ethics and social responsibility, and an awareness of the importance of globalization as part of management and accounting disciplines. We capitalize on our small size to facilitate collaboration and intellectual interaction among students and faculty, and this active learning enables students to become effective leaders and contributors to both their professional and social environments.

The Department's major 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 satisfy the LANG 120 requirement.

General Requirements for Management

- I. Required core courses for students majoring in Management or Accounting—22 hours: ACCT 215; MGMT 220, 300, 313, 350, 380, 480, 483.
- II. Required core courses outside the major—13 hours: ECON 101, 102, 306; STAT 185 or 225.
- III. Other departmental requirements—26–32 hours: ACCT 216; ACCT 340 or MGMT 386; MGMT 398, 484; one course from MGMT 489 or 499; and 12–18 hours of coordinated work from one of the Management Concentrations listed below. Students must review the internship program policy (<http://mgmtacct.unca.edu/internships>), attend a mandatory information session, and receive project approval from the Internship Coordinator prior to enrolling in the internship course. With departmental permission, students may substitute 6 hours earned in a semester-long UNC Asheville-approved study abroad experience for MGMT 489 or 499. Students interested in this option should contact their advisor prior to studying abroad for the requirements. MUSC 390 or 490 can be used in lieu of MGMT 489 or 499 by students in the Music Business concentration. A grade of C or better in ACCT 215, 216, MGMT 480, 483

and 484 is required to graduate. Substitutions for required courses must be approved in writing by the department chair.

- IV. Students must take and pass the management competency exam within one year prior to graduation 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.

Management Concentrations:

Business Management and Administration

12 hours: MGMT 323 and two courses from MGMT 316, 343, 352, 360, 361, 362, 388, 423, 424, 481; either MGMT 460 or 464.

Marketing

12 hours: MGMT 453, 458 and two courses from MGMT 352, 357, 401.

Music Business

18 hours: MUSC 131, 382, 383, at least 3 hours from MUSC 390 or 490, and 6 hours of MUSC at the 300-400 level. The internship must be approved by both the student's advisor in Management and a member of the Music faculty. MUSC 390 or 490 can be used in lieu of MGMT 489 or 499 for the major requirements.

Operations Management

15 hours: MGMT 362, 364, 460, 464, 465.

Minor in Management

21 hours, including: 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.

University-wide minimum requirements for a minor: 1) one-half of the hours required for a minor must be completed in residence at UNC Asheville, to include at least 6 hours at the 300-400 level; 2) students must have a cumulative grade-point-average of at least 2.0 on minor courses taken at UNC Asheville.

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, 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.

Declaration of Major in Accounting

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 or Accounting—22 hours: ACCT 215; MGMT 220, 300, 313, 350, 380, 480, 483.
- II. Required core courses outside the major—13 hours: ECON 101, 102, 306; STAT 185.
- III. Other departmental requirements—26 hours: ACCT 301, 302, 317, 320, 340, 341, 415, 416, 417 and 418. 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 480 and MGMT 483 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. A passing score on a standardized test after achieving junior standing demonstrates computer (business technology) competency.

Minor in Accounting

22 hours including: ACCT 215, 301, 302, 317, 320, 417, and at least six hours chosen from ACCT 321, 322, 340, 341, 411, 418, 447 and MGMT 300.

University-wide minimum requirements for a minor: 1) one-half of the hours required for a minor must be completed in residence at UNC Asheville, to include at least 6 hours at the 300-400 level; 2) students must have a cumulative grade-point-average of at least 2.0 on minor courses taken at UNC Asheville.

Courses in Accounting (ACCT)

200 Personal Finance (3)

An introduction to financial concepts and practical skills to improve individual financial literacy. Topics include time value of money, savings and investing, personal budgeting, retirement planning, credit and credit reporting, renting vs. ownership, insurance, banking, and personal financial software. See department chair.

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 and application of generally accepted accounting principles, and the theory underlying those principles as they relate to the preparation of the income statement, statement of stockholders' equity, balance sheet and statement of cash flows. Topics include the conceptual framework of accounting, time value of money, and accounting for current assets. Both critical thinking and problem solving skills are emphasized in this course. Prerequisite: ACCT 215. Fall and Spring.

302 Intermediate Accounting II (3)

A continuation of ACCT 301, this course is an in-depth study of generally accepted accounting principles in relationship to long-term assets, current and non-current liabilities, stockholders' equity, and dilutive securities. Additional topics include revenue recognition and lease accounting. Both critical thinking and problem-solving skills are emphasized in this course. Prerequisite: ACCT 301. Fall and Spring.

317 Cost Accounting (3)

Basic procedures of cost accounting for planning and control. Course concentrates on costing, responsibility accounting and motivation. Emphasis is on the ability to generate effective internal information to assist the decision-making process. Prerequisite: ACCT 215. Pre- or corequisite: ACCT 320. Fall and Spring.

- 320 Communications Lab (1)**
Effective communication and research skills appropriate to the discipline. Writing concentrates on memorandums, letters and business reports. Oral presentations address accounting issues and ethics. Research involves print and electronic media. Basic computer software will be used to generate reports. Pre- or corequisite: ACCT 317. Fall and Spring.
- 321 Accounting for Governmental Organizations (2)**
Covers the fundamentals of accounting for state and local governments. Pre- or corequisite: ACCT 301. No credit given to students who have credit for ACCT 319 or 419. Odd years Spring.
- 322 Accounting for Not-for-Profit Organizations (2)**
Covers the fundamentals of accounting of not-for-profit organizations. Pre-or corequisite: ACCT 301. No credit given to students who have credit for ACCT 319 or 419. Even years Spring.
- 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 an individual formal presentation. Prerequisite: ACCT 317. Corequisite: ACCT 341. Pre- or corequisite: ACCT 302. Fall.
- 341 Accounting Systems Lab (1)**
Provides a practical application of the theoretical concepts of accounting information systems discussed in ACCT 340. Students will enter accounting transactions into a computerized accounting system and follow the flow of these entries to financial reporting. Additional topics will include an introduction to relational databases and flowcharting of accounting systems. Prerequisite: ACCT 317. Corequisite: ACCT 340. 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 and permission of instructor. Fall and Spring.
- 411 Controllershship (3)**
An in-depth study of the role of the managerial accountant in the development of information relevant to internal and external decision making. Topics include full disclosure and SEC reporting, segment and interim reporting, hedging, value and supply chain analysis, activity based management, incentive compensation, and uncertainty in decision-making. Prerequisites: ACCT 302, 317. Pre- or corequisite: MGMT 380. No credit given to students who have credit for ACCT 318. Odd years Fall.
- 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)**
A continuation of ACCT 302, this course is an in-depth study of generally accepted accounting principles related to certain specific advanced accounting topics. Topics

include accounting for income taxes, pension and post-retirement benefit plans, investments and business combinations, and translation of foreign currency financial statements. Prerequisite: ACCT 302. Fall.

417 Income Taxation (3)

Federal taxation of individuals and business entities. Includes software-assisted tax form preparation. Prerequisites: ACCT 301 and 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 and senior standing. Pre- or corequisite: ACCT 317. 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 and 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.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill major or minor requirements.

Courses in Management (MGMT)

201 Effective Participation in Organizations (3)

A multidisciplinary approach to understanding the dynamics of social interaction in business and non-business organizations. See department chair.

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 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. 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.
- 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 313. Spring.
- 343 Sport Management (3)**
An introduction to the scope of sport enterprise including how business is involved in sport, and an overall evaluation of sport management as a profession. This course provides detailed overview of the sports industry and its management and business practices. Students will study organizational theory and design, human resources, decision making, policy development, planning, and governance in the context of sport organizations. Prerequisite: MGMT 220. See department chair.
- 350 Marketing Principles (3)**
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 and 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.
- 361 Family Enterprises (3)**
Examines the many unique aspects of family firms and the complexities of managing within a family business environment. Specifically, issues of structure, governance,

succession, strategy, leadership and family dynamics are addressed. Prerequisite: Junior standing or permission of instructor. See department chair.

362 Advances in Quality Control (3)

Proactive rather than reactive principles of quality control. The course includes history of current quality control organizational practices, examines attribute and variable control charts, six sigma, six sigma lean, and short run control charts, explores experimental design using Taguchi Methods, and reflects on future methods and techniques. Prerequisite: STAT 185 or 225 or PSYC 202. Even years Fall.

364 Inventory and Supply Chain Management (3)

Concepts in planning, controlling and managing the operations function of manufacturing and service organizations. The course includes advanced inventory theory, forecasting, purchasing, materials management, logistics, purchasing systems, supplier-based strategies, price-cost management, value analysis. Prerequisites: ACCT 216 or 317; ECON 306; MGMT 220, 380; STAT 185 or 225 or PSYC 202. Odd years Spring.

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: STAT 185 or 225 or PSYC 202. Fall and Spring.

386 Management Information Systems (3)

Introduces students to the management of information; integrated systems and general systems concepts in the planning, development, implementation and control of information. Prerequisite: ACCT 216 or 317; MGMT 220. Fall and Spring.

388 Strategies for Leading Change (3)

Examines theoretical change models, explores the experiences of visionary leaders of change, and investigates the various issues in leading a change initiative. Students, as potential leaders of change, will learn problem-solving strategies for transforming ideas into practice. For students interested in entrepreneurship, leadership, marketing and/or social entrepreneurship. Prerequisite: Junior standing.

398 International Management (3)

Studies the drivers and effects of globalization on the human experience, particularly as it relates to the management environment. Students will identify, explain and analyze concepts and strategies involved in managing in a global environment. No credit given to students who have credit for MGMT 308. Prerequisite: Junior standing. Fall and Spring.

401 International Marketing (3)

This course provides a theoretical and conceptual foundation for the study of international marketing. It introduces the controllable and uncontrollable variables that affect marketing in a globalized world, and examines the marketing mix necessary to achieve an effective international program. Prerequisite: MGMT 350. Fall.

423 Seminar in Public Management and Leadership (3)

This upper-level seminar course examines the study and practice of managing and leading in the public sector. Special attention is given to the exploration of a diverse array of issues that influence the work of public managers from both the macro organization theory and micro organization behavior perspectives. Such topics include bureaucratic discretion, the performance and accountability paradox, employee motivation, intra-and interorganizational power dynamics, and human resource

management and development, among others. Seminal and contemporary readings, along with topical case studies, are explored with an emphasis on theory application and problem solving at the local, state, and federal levels. Prerequisites: Junior standing and any 200-level or higher course in ECON, MGMT, POLS or SOC. Even years Fall.

424 Seminar in Organizational Power and Politics (3)

This upper-level seminar course examines political behavior within and among organizations in the public, private, and non-profit sectors. Students will explore the varying sources of power in organizational life and how individuals, groups, and organizations use political tactics and strategies to shape agendas and achieve goals. Classical and modern writings on power and politics in society, government, and business, with special attention to leadership, unethical behaviors, and group dynamics are explored. Prerequisites: Junior standing and any 200-level or higher course in ECON, MGMT, POLS, PSYC or SOC. Odd years 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 and senior standing. Spring.

460 Production Management (3)

Addresses the issues of producing, servicing, and delivering 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. Prerequisites: MGMT 220, 380. Pre- or corequisite: ECON 306. Fall.

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. Prerequisites: ACCT 216 or 317; MGMT 220. Pre- or corequisite: MGMT 380. Spring.

465 Operations Research (3)

Introduction and application of operations research techniques and optimization theory as they are applied to problem solving. Methods covered include transportation and assignment models, the revised simplex method, queuing theory, network flow analysis, multiple criteria decision making (MCDM), advanced inventory models, and Lagrange multipliers. Prerequisites: STAT 185 or 225; MGMT 380. 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. Pedagogy includes case analyses. Prerequisites: ACCT 216 or 317; ECON 306; all required MGMT 300-level core courses; 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.

483 Strategic Management Business Simulation Lab (1)

An experiential lab that simulates the management decision process in a competitive environment. Key decisions focus on business areas of research and development, marketing, production, and finance. A significant portion of the course involves written analysis. Pre- or corequisite: MGMT 480. Fall and Spring.

484 Senior Seminar (2)

Applies management and social philosophy concepts to in-depth analyses of current and future business situations. Various topics will be chosen by the instructor with a thematic emphasis on 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 major. Prerequisites: ACCT 216 or 317, senior standing, and at least 6 hours of 300-level management courses. Fall and Spring.

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. Prerequisite: MGMT 380. Odd years Spring.

489 Project-Based Professional Internship (3)

Semester long, project-based internship with a participating host organization, preferably in the Western North Carolina area, typically scheduled for Management students in their senior year. Specific information is available from the Department Internship Coordinator. Prerequisites: Minimum 2.0 grade point average overall and in major courses; permission of the Department Internship coordinator. 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.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill major or minor requirements.

MASS COMMUNICATION (MCOM) AND VISUAL MEDIA PRODUCTION (VMP)

Professors Diefenbach (Chair), Hantz, West; Assistant Professor S. Miller; Visiting Assistant Professor Bouchillon; Lecturers Gouge, 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 film and video, journalism, and public relations. 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 Liberal Arts Core 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

The Mass Communication major requires 40 hours in MCOM and VMP courses, distributed as follows:

- I. Required courses for the major—40 hours consisting of 20 hours from core courses: MCOM 104, 201, 490, 492, VMP 205; and 20 additional hours including 8 hours from MCOM/VMP 293, 294 and 295; 8 hours from MCOM 352, MCOM/VMP 393, 394, 395; and 4 hours from MCOM/VMP 491, 495, 496, or MCOM 499.
- II. Required courses outside the major—None.
- III. Other Departmental requirements—Competence in the major is demonstrated through successful completion of academic and professional projects and activities. Specific requirements and procedures for documenting competence in the major should be obtained from the department chair, and will include successful completion of a comprehensive project or examination as part of a 400-level seminar, preparation of a portfolio of completed work, and a co-curricular transcript. Oral competency is demonstrated through successful completion of one of the 400-level seminar courses or MCOM 499.

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. Before declaring a major, students must satisfy the LANG 120 requirement. In addition, they must have completed MCOM 104, and have completed or be enrolled in MCOM 201 or VMP 205.

Minor in Mass Communication

20 hours distributed as follows: MCOM 104, either MCOM 201 or VMP 205, either MCOM 490 or 492, and 8 additional hours in MCOM or VMP. These additional hours may have prerequisites as noted in the course descriptions.

University-wide minimum requirements for a minor: 1) one-half of the hours required for a minor must be completed in residence at UNC Asheville, to include at least 6 hours at the 300-400 level; 2) students must have a cumulative grade-point-average of at least 2.0 on minor courses taken at UNC Asheville.

Courses in Mass Communication (MCOM)

104 **Media, Ethics and Society (4)**

Explores various media systems and their impact on individuals, economies, and culture. Media channels surveyed include newspapers, magazines, film, radio, television, and the Internet as well as supporting industries such as public relations and advertising. Emphasis is placed on ethics in mass communication practice and developing media literacy. Fall and Spring.

201 **Basic Journalism (4)**

Introduction to the theory and process of journalism. Students develop skills in gathering and writing information in a fair and accurate manner suitable for presentation in the media. Course focuses on the separation of opinion from factual reporting, the cultivation of credible sources, and the exploration of various genres of news writing. The course contains a required laboratory component. Prerequisite: LANG 120. Fall and Spring.

293, 294, 295 **Mass Media Workshop (2-4)**

Development and practice of media production skills for journalism and public relations. Topics will vary and will be indicated in the titles of individual sections. The courses may contain a non-credit required laboratory component. MCOM 293, 294 and 295 may be repeated with different topic subheadings. Prerequisite: MCOM 201. Fall and Spring.

352 **Professional Internship (4)**

Students who have a grade point average of at least 2.5 in MCOM and VMP courses may apply for a professional internship in any media field by completing an Internship Application, available from the instructor of the course. Prerequisites: MCOM 104, 201, VMP 205, a GPA of 2.5 or higher in MCOM/VMP courses, and permission of instructor. (Grading is S/U). Fall and Spring.

393, 394, 395 **Issues in Media Studies (4)**

Exploration of important current issues in Mass Communication, particularly Journalism and Public Relations. Topics will vary and will be indicated in the titles of individual sections. Courses may contain a non-credit required laboratory component. MCOM 393, 394 and 395 may be repeated with different topic subheadings. Prerequisite: MCOM 104 or 201, depending on section topic. Fall and Spring.

490 **Mass Communication Law and Ethics (4)**

A study of the legal sanctions and constitutional freedoms affecting print and broadcast media. Through inquiry into the responsibilities of the media and a discussion of specific ethical problems, students will learn basic legal research techniques and will complete a basic legal research project. Prerequisite: MCOM 104. Fall and Spring.

492 **Mass Communication Theories (4)**

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, with study of the research methods by which social scientists examine the effectiveness of communicative strategies. Prerequisite: MCOM 104. Fall.

491, 495, 496 **Media Studies Seminar (4)**

Capstone experiences exploring specific Mass Communication subjects in-depth, focusing particularly on journalism, public relations or advanced print media skills. Topics will vary and will be indicated in the titles of individual sections. MCOM 491, 495 and 496 may be repeated with different topic subheadings. Prerequisite: MCOM

104, 201, VMP 205 and 8 hours of MCOM or VMP at the 300-400 level. See department chair.

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. Fall and Spring.

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.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill major or minor requirements.

Courses in Visual Media Production (VMP)

205 Basic Video Production (4)

Introduction to the theory and process of video production. Students write, record, and edit video projects across a range of formats including fiction, non-fiction, and commercial media. Students learn basic skills in video script writing, directing, cinematography, sound design, and editing. Fall and Spring.

293, 294, 295 Visual Media Workshop (2-4)

Development and practice of media production skills for visual media. Topics will vary and will be indicated in the titles of individual sections. The courses may contain a non-credit required laboratory component. VMP 293, 294 and 295 may be repeated with different topic subheadings. Prerequisite: VMP 205. See department chair.

393, 394, 395 Issues in Visual Media (4)

Exploration of important current issues in Visual Media. Topics will vary and will be indicated in the titles of individual sections. The courses may contain a non-credit required laboratory component. VMP 393, 394 and 395 may be repeated with different topic subheadings. Prerequisite: MCOM 104 or VMP 205, depending on section topic. See department chair.

491, 495, 496 Visual Media Seminar (4)

Capstone experience exploring specific Mass Communication subjects in-depth, focusing particularly on visual media. Topics will vary and will be indicated in the titles of individual sections. VMP 491, 495, 496 may be repeated with different topic subheadings. Prerequisites: MCOM 104, 201, VMP 205 and 8 hours of MCOM or VMP at the 300-400 level. 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.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill major or minor requirements.

MASTER OF LIBERAL ARTS AND SCIENCES (MLAS)

Professor Katz (Interim Director)

The Master of Liberal Arts and Sciences degree (M.L.A.S.) 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 MLAS 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 and Sciences 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. The program offers four areas of study whereby students may focus their scholarly and creative energies. The areas are Humanities and Creative Writing, Globalization Past and Present, Science and Human Values and Climate Change and Society.

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 and Sciences Program from all persons interested in a rigorous program of post-baccalaureate education in the liberal arts. The requirements and procedures are explained below. Additional information may be found at <http://mla.unca.edu> or by contacting the Master of Liberal Arts and Sciences Program Director, University of North Carolina at Asheville, Asheville, NC 28804-8509; telephone 828/250-2399.

Application Procedures

Admission to the University of North Carolina at Asheville Master of Liberal Arts and Sciences 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 Master of Liberal Arts and Sciences degree candidates must submit the following to the MLAS Program office:

1. a completed MLAS application form, available at <http://mla.unca.edu>;
2. an application fee of \$60. 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 academic recommendation; and
5. an essay of approximately 1000 words that reflects the applicant's academic background and interests, passion for the liberal arts, how the applicant plans to use the MLAS Program to further personal and/or professional aims, and what special abilities, personal qualities, and life experience the applicant brings to the program.

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 and Sciences 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 ensure 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 (MLAS 680), and the MLAS director 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 5 years to complete the MLAS 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 MLAS course per year and maintain regular contact with their assigned graduate advisor.

Degree Requirements

Each student seeking a degree will complete at least 30 semester hours of course work within the Master of Liberal Arts and Sciences program, with a minimum grade-point average of 3.0 required for graduation. At least 24 of these credits must be taken at UNC Asheville. Courses offered through the Asheville Graduate Center may be taken as program electives with the prior approval of the Graduate Council.

- I. Required courses for the degree—30 hours including: MLAS 500, 540, 670, 680; 3 hours from ENG 520 or MLAS 520; 3 hours from CCS 560 or MLAS 560. In addition, students must select 12 hours from 500-600 level program electives. Students may complete these elective courses in a single focus area. MLAS 500 must be taken during the first fall semester after admission to the program.
- II. Other degree requirements—Students will develop a capstone project in MLAS 670, and complete, present and defend the work in MLAS 680. Oral and computer competency will also be demonstrated in MLAS 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 one or two graduate courses as a non-degree student may be admitted to the university as a Graduate Special student for a single semester and take up to 6 hours for credit. To be admitted in a non-degree status, students should submit the Graduate Special application and the \$60 application fee to the MLAS Program office. Admission as a Graduate Special student does not constitute regular admission to the MLAS Program. Graduate Special students who wish to continue after one semester must apply as a degree-seeking student and be admitted by the Graduate Council. The Graduate Special application is available online at <http://mla.unca.edu>.

Climate Change and Society Certificate Program

The four-course Climate Change and Society program will train students to be the intermediaries between scientists and government, and business and community organizations. They will gain the knowledge to understand research and the communication skills to translate data for the general public.

The Certificate in Climate Change and Society is awarded to students who successfully complete the following courses, with an average grade-point-average of 3.0 in the four courses:

- CCS 560, Seminar in Climate Change and Society—Fundamentals of Climate Change Science
- CCS 560, Seminar in Climate Change and Society—Tools for Climate Change Information and Decision-Making
- CCS 560, Seminar in Climate Change and Society—Decision Modeling and Statistics
- CCS 560, Seminar in Climate Change and Society—Communicating Science

The completion of the requirements for the certificate will be noted on the student's academic transcript.

Courses in Master of Liberal Arts and Sciences (MLAS)

500 Human Condition (3)

An introduction to interdisciplinary studies at the graduate level. This gateway seminar for the Master of Liberal Arts and Sciences Program offers an opportunity to examine topics that address our fundamental human nature from a multitude of perspectives—intimate and immediate as well as analytical and more removed. Students will develop scholarly research, writing, and analytical thinking skills. Must be taken as part of the first 9 hours of coursework in the MLAS program. Exceptions must be approved by the director. Fall and Spring.

520 Seminar in the Humanities (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. Some seminars emphasize the creative writing process. May be repeated as topics vary.

540 Seminar on Globalization Past and Present (3)

Interdisciplinary seminars on questions of human nature and human values within the context of Globalization. These seminars are taught from the perspective of the social sciences, but draw on insights from the humanities and natural sciences as well. May be repeated as 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. May be repeated as topics vary.

599 Directed Research in Master of Liberal Arts and Sciences (1-3)

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. Students may take Directed Research twice for a total of 6 hours of credit, in any combination of CCS 599, ENG 599 and MLAS 599. Fall and Spring.

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 MLAS course work.

610 Tutorial (1-3)

Individual study supervised by a faculty member. Topics are chosen after consultation between student, graduate advisor, and faculty member. Course may be repeated 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 MLAS 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, choosing a subject in which they have had at least 6 credit hours of graduate-level coursework, and begin their preliminary research. Project proposals must be approved by the project advisor, the instructor of MLAS 670, and the MLAS Director. Prerequisite: 21 hours in the MLAS 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 MLAS 670 instructor of record. Drafts are presented and final projects are defended in the seminar before the end of the semester. The final paper/project is approved by the instructor of 680, the MLAS Director, and the project advisor. Prerequisite: Successful completion of MLAS 670. (Grading S/U). Fall.

690 Master's Thesis (1-6)

A substantial research project and resulting original thesis, with topic chosen in consultation with the faculty member who will serve as the thesis director and approved by the Graduate Council. Thesis must be publicly defended by the candidate and accepted by the Thesis Committee and Graduate Council. Either 3 credits of MLAS 680 or 6 credits of MLAS 690 are required of all MLAS candidates. (Grading S/U/IP). *Students who receive an IP grade for MLAS 690 will have two (2) additional semesters in which to complete and defend their theses.*

571-3, 671-3 Special Topics in Master of Liberal Arts and Sciences (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 director.

Courses in Climate Change and Society (CCS)**560 Seminar in Climate Change and Society (3)**

Interdisciplinary seminar on questions of human nature and human values raised By the study of climate change and society. Topics include the fundamentals of climate change science, and provide tools for decision-making, modeling, and communicating climate science to the general public to improve the understanding of how these issues impact the human condition. May be repeated as topics vary.

599 Directed Research in Climate Change and Society (1-3)

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. Students may take Directed Research twice for a total of 6 hours of credit, in any combination of CCS 599, ENG 599 and MLAS 599. Fall and Spring.

571-3, 671-3 Special Topics in Climate Change and Society (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 director.

Courses in English (ENG)

520 Seminar in English (3)

Interdisciplinary seminar on questions of human nature and human values raised by the study of literature, linguistics, and the process of creative writing. May be repeated as topics vary.

599 Directed Research in English (1-3)

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. Students may take Directed Research twice for a total of 6 hours of credit, in any combination of CCS 599, ENG 599 and MLAS 599. Fall and Spring.

571-3, 671-3 Special Topics in English (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 director.

MATHEMATICS (MATH) AND STATISTICS (STAT)

Professors Peifer (Chair), Dohse, Kaplan, McClure, Patch; Associate Professors Atkinson, Bahls, Boudreaux, Lee, Steele; Lecturers Beharrysingh, E. Johnson, D. Sulock, Whitlock; Kendrick (Director of the Parsons Mathematics Lab)

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—39–40 hours, including: MATH 191, 192, 280, 291, 365, 381, 394, 461, 480, 491; and an additional 9–10 hours chosen from STAT 225 and Mathematics or Statistics at the 300-400 level. 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 181 or 182, and one of the following groups of courses: CHEM 111, 132, 145 and 236; or ECON 101 and 102; or PHYS 221 and 222; or at least 6 credit hours of courses at the 300-level or above, approved by the department chair, from disciplines in which mathematics plays a significant role.
- 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 181 or 182 demonstrates computer competency.

Concentration in Applied Mathematics

The Applied Mathematics Concentration is structured around the premise that Mathematics is a useful tool in many academic areas. Students in this program are required to take upper-level courses in a second discipline of their choosing, and are encouraged to explore the connections between mathematics and this second discipline. By developing expertise in two areas, students will increase their options for future studies and employment after they graduate.

- I. Required courses in the major—39–40 hours, including: MATH 191, 192, 280, 291, 365, 381, 394, 480, 491; STAT 225 or 425; one course from MATH 366, 395, 441, 452 or STAT 426; and 6 additional hours in Mathematics or Statistics at the 300-400 level.
- II. Required courses outside the major—18 hours, including: CSCI 181 or 182, and at least 15 additional hours from a discipline in which mathematical applications are important. These courses must be approved by the department chair. 9 of the 15 hours 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 181 or 182 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—40 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 181 or 182, and either ACCT 215 and ECON 306; or ECON 102 and 305; or MGMT 220 and 380; or 6 hours at the 300-400 level approved by the department chair from disciplines which routinely employ statistical methodology. Students interested in actuarial science are strongly encouraged to take ACCT 215, ECON 101, 102, 305, and 306.
- 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 181 or 182 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—40 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—32 hours, consisting of CSCI 181 or 182; PSYC 319; and EDUC 210, 211, 314, 346, 383, 455, 456. 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 181 or 182 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, including: MATH 191, 192, 291 and 9 hours chosen from 300-400 level MATH or STAT courses.

University-wide minimum requirements for a minor: 1) one-half of the hours required for a minor must be completed in residence at UNC Asheville, to include at least 6 hours at the 300-400 level; 2) students must have a cumulative grade-point-average of at least 2.0 on minor courses taken at UNC Asheville.

Parsons Mathematics Lab

The Parsons Mathematics Lab 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 lab to work on their homework or to meet in study groups. The lab also offers independent study programs for students not prepared for MATH 155.

Courses in Mathematics (MATH)**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.

NOTE: 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. 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. Students should have a thorough background in high school algebra and trigonometry before they enroll in MATH 191. 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). 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. Spring.

242 Mathematical Software (2)

Introduction to computational software used in mathematical investigation. Activities include but are not limited to visualization, programming, and computational investigations. Software may include Mathematica, Matlab, or similar packages. May be repeated as topics vary for a total of 4 hours credit. Prerequisite: MATH 191. See department chair.

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. Even 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.
- 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 introduced in MATH 365. Examples are the Hamilton-Cayley theorem, Markov chains, orthogonal systems and singular value decomposition. 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.
- 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. Prerequisite: MATH 291 and 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.
- 397 Chaos and Fractals (3)**
The study of nonlinear iterated function systems in one and higher dimensions. Topics may include periodicity, chaotic dynamics, structural stability, strange attractors, and fractal geometry. Numerical experimentation with personal computers will be part of the course. Prerequisite: MATH 291. Odd years Fall.
- 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.
- 441 Numerical Analysis (CSCI 441) (3)**
The theory and methods behind solving mathematical problems numerically. Topics include polynomial approximation, numerical integration, matrix algebra, solutions to systems of non-linear equations and numerical solutions to differential equations. Prerequisites: MATH 365 or permission of instructor. Even years Spring.
- 452 Introduction to Mathematical Models (3)**
The development and analysis of mathematical equations based on real world situations. Special emphasis is given to systems of time-dependent equations, their stability analysis, and the assessment of their relevance to the application. Prerequisite: MATH 394 or permission of instructor. Odd 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. Fall.
- 462 Abstract Algebra II (3)**
An in-depth study of one or more of the ideas introduced in MATH 461; e.g., the Sylow theorems for group or elementary Galois theory of fields. Prerequisite: MATH 461. Odd year Spring.
- 480 Mathematics Seminar (2)**
Capstone course in which students research a mathematical topic suitable to their plan of study, write an expository paper, and present their findings to the department. Students must successfully complete MATH 480 as part of the senior competency requirements. Prerequisite: MATH 381. Fall and Spring.
- 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 (1-6)

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. 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.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill major or minor requirements.

Courses in Statistics (STAT)**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 191. 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 191. Fall and Spring.

242 Statistical Software (2)

Introduction to statistical software used in data analysis. Activities include but are not limited to visualization, programming, and simulations. Statistics software may include SAS, SPSS, R or similar packages. May be repeated as topics vary for a total of 4 hours credit. Prerequisite: STAT 185 or 225. See department chair.

321 Applied Data Analysis (3)

Course focuses on alternative statistical techniques used to explore and analyze data. Content may include, but is not limited to graphical data analysis, assessing normality and transformations, categorical data analysis, nonparametric statistics, topics in simple

regression, and introduction to time series analysis. Prerequisite: STAT 185 or 225. 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 Statistics. Odd years Fall.

326 Statistics for Experimenters (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: STAT 185 or 225. 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 Statistics; 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 (1-6)

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 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.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill major or minor requirements.

MUSIC (MUSC)

Associate Professor Galloway (Chair); Professor Kirby; Associate Professor McKnight; Assistant Professors Bares, Boone, Felix, King; Lecturers Richmond, Weinberg

The Music Department offers two degree options: Bachelor of Fine Arts in Jazz and Contemporary Music and Bachelor of Science in Music Technology. Because of the large degree of performance specialization inherent in jazz and contemporary music studies, the department relies heavily upon an adjunct faculty of professional musicians. The following performance groups are a vital part of the Music Department: Jazz Combos, Jazz Choir, Jazz Band, Chorus, Wind Ensemble, Symphony Orchestra, Percussion, and various others.

Bachelor of Fine Arts in Jazz and Contemporary Music

The Bachelor of Fine Arts degree in Jazz and Contemporary Music is intended for students wishing to pursue careers as singers, instrumentalists, composers and arrangers.

- I. Required courses in the major—62 hours, including: MUSC 201, 202, 231, 232, 235, 293, 294, 301, 331, 348, 349, 357, 382, 393, 394; 12 hours of applied music (MUSC 291, 292, 391, 392, 491, 492); 8 hours of ensemble, approved in writing by the department chair, chosen from MUSC 111, 121, 122, 123, 124, 125, 128, 129; 6 hours of music electives at the 300-400 level.
- II. Required courses outside the major—None.
- III. Other departmental requirements—Senior and oral competencies are demonstrated through lecture and recital. 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 301 and 331.

Bachelor of Science in Music Technology

The Bachelor of Science degree in Music Technology provides preparation for entry-level positions 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, 331, 348, 349, 384, 385, 386, 387, 484, 485, 486, 487; 3 hours of ensemble chosen from MUSC 111, 121, 122, 123, 124, 125, 128, 129; 3 hours of music electives at the 300-400 level.
- II. Required courses outside the major—23 hours: CSCI 182; MATH 167; PHYS 102, 122, 131, 231, 310.
- III. Other departmental requirements—Senior competency is demonstrated by an approved senior recording or research project (to be undertaken in conjunction with MUSC 485 and 487). Oral competency will be examined by a faculty committee. 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.F.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 101 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, 348, 349; and 6 additional hours of electives in Music at the 300 or 400 level.

University-wide minimum requirements for a minor: 1) one-half of the hours required for a minor must be completed in residence at UNC Asheville, to include at least 6 hours at the 300-400 level; 2) students must have a cumulative grade-point-average of at least 2.0 on minor courses taken at UNC Asheville.

Courses in Music (MUSC)**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: Ensemble courses, MUSC 111 through 129, may be repeated for credit. However, students may earn no more than 8 hours of credit per course, and no more than 20 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. Fall and Spring.

124 Symphony (1)

Performance of classical repertoire with the Asheville Symphony Orchestra. By audition only and permission of the conductor. Fall and Spring.

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. Fall.
- 191, 192 Applied Music I, II (2, 2)**
Individual weekly lessons and a one-hour weekly group meeting. Details available from Music Department. Prerequisite: Audition and permission of the department. 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. Spring.
- 202 Aural Skills II (1)**
Continuation of MUSC 201. Prerequisite: MUSC 201; corequisite: MUSC 232. Fall.
- 231 Music Theory I (3)**
A study of music from the common practice period, and of American popular music from the 19th century to the present, including clef notation, key signatures, major and minor scales, triads and seventh chords, transposing instruments, score order, and four-part voice leading. Prerequisite: demonstrated piano competency through the MUSC 101 level; corequisite: MUSC 201. Spring.
- 232 Music Theory II (3)**
A continuation of MUSC 231. Based on a comparative study of repertoire from jazz, rock, and Western art music, the course includes study of diatonic harmony and voiceleading, cadences, phrase structure, modulation, and harmonic progression. Students will learn music fundamentals through a focus on musical style and repertoire. Prerequisites: MUSC 201, 231; corequisite: MUSC 202. Fall.
- 235 Contemporary Writing and Production (2)**
Basic songwriting, groove-writing and part-writing skills will be addressed concurrently with technological instruction in Sibelius and Pro Tools. Prerequisite: MUSC 232. Even years Fall.
- 291, 292 Applied Music III, IV (2, 2)**
Individual weekly lessons and a one-hour weekly group meeting. Details available from Music Department. Prerequisite: Audition and permission of the department. Students intending to take 300-level Applied Music courses must apply for the Upper-Level Qualifying Audition in applied study no later than the middle of the semester preceding enrollment. Auditions will be held during the juried Applied Music examinations held at the end of the semester preceding enrollment. Fall and Spring.
- 293, 294 Harmony and Improvisation I, II (2, 2)**
Common keyboard voicings and improvisation techniques in various musical styles, with an emphasis on harmonic theory and contemporary chord symbol nomenclature. Prerequisites for MUSC 293: MUSC 201, 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. Spring.
- 302 Aural Skills IV (1)**
Continuation of MUSC 301. Prerequisite: MUSC 301; corequisite: MUSC 332. See department chair.
- 331 Music Theory III (3)**
A continuation of MUSC 232. Includes a study of soprano-bass counterpoint in a variety of musical styles and genres, chromatic harmony (altered chords and extended tonalities and extended chords); modulation; forms (binary, ternary, sonata allegro, rondo, and form in popular music). Students will learn music fundamentals through a focus on musical style and repertoire. Prerequisite: MUSC 202, 232; corequisite: MUSC 301. Spring.
- 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. See department chair.
- 343 African American Music: Slavery to Swing (3)**
Surveys the unique musical languages created by African Americans during the period from the arrival of first African slaves in colonial America (1619) to the flowering of swing in the 1930s. The listening examples, readings, discussions and assignments are designed to illuminate historical African American musical practices while highlighting the relevance of African American musical history to today's musical cultures. See department chair.
- 344 African American Music: R&B to Hip Hop (3)**
Surveys the unique musical languages created by African Americans during the postwar era and focuses on five distinctive and durable styles: R&B, Soul, Funk, Techno and Hip-Hop. The listening examples, readings, discussions and assignments are designed to illuminate the connections between historic and contemporary African American genres. These connections are traced broadly by focusing on five themes present in each genre: sex, politics, appropriation, technology, and transnationalism. See department chair.
- 345 Defining the Beatles: Music, Image and Influence (3)**
Explores the cultural, social and musical history of the Beatles, paying particular attention to the role different media have played in defining their image. By examining music, literature (print media, biography, criticism and original writing by the Beatles) and video/film, this course investigates how the parties involved (e.g. record companies, critics, biographers, the audience, the Beatles themselves) have shaped the Beatles phenomenon and defined their legacy. See department chair.
- 346 The Grateful Dead: Music, Counterculture and Society (3)**
Explores the musical and cultural world of the Grateful Dead. Using music, literature and film, this course investigates the unique qualities of the Grateful Dead in order to discover why the group has had a profound and lasting impact on the world of contemporary music. See department chair.
- 347 Transatlantic Jazz (3)**
Seminar course that chronicles the interaction of African American, American and European jazz perspectives over the past century of accelerating transatlantic musical

and cultural exchange. Students will use a number of case studies to examine these interrelated and shifting perspectives in the context of broader geopolitical developments that have structured (and continue to structure) their interaction. Accordingly, the course is divided into three chronological periods: interwar, cold war, and post-cold war. Discussions will focus upon source readings, recordings and other materials and also important theories of transatlantic cultural exchange drawn from American, European, and African and African American Studies. See department chair.

- 348 Music History and Literature to 1750 (3)**
Survey and analysis of Medieval, Renaissance, and Baroque music such as Gregorian chant, early polyphony, the Ars nova, Burgundian and Franco-Flemish composers, Italian madrigals, music of the Reformation, early opera, instrumental music, and the music of J. S. Bach. Students with credit for both MUSC 351 and 352 may not receive additional credit for MUSC 348. Fall.
- 349 Music History and Literature Since 1750 (3)**
Survey and analysis of 18th- through early 21st-century music such as comic opera, the development of the symphony, Haydn, Mozart, Beethoven, Romantic music, modernism, Schoenberg, Stravinsky, minimalism, and post-modernism. Students with credit for both MUSC 352 and 353 may not receive additional credit for MUSC 349. Spring.
- 357 Jazz History (3)**
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
- 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)**
Continued study of the music business through community-based project learning. Students complete several real-world based projects and discuss their experiences with colleagues in a seminar-style classroom setting. Prerequisite: MUSC 382. Odd years Spring.
- 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 majors. Prerequisites: MUSC 231; PHYS 102, 122; 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, digital audio workstation (DAW) operation, session procedures, and basic production techniques. Enrollment limited to formally declared Music Technology majors. Prerequisites: MUSC 231; PHYS 102, 122; 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, MIDI, studio synchronization, and advanced production techniques. Prerequisites: MUSC 384, 385; corequisite: MUSC 386. Fall.

391, 392 Applied Music V, VI (2, 2)

Individual weekly lessons and a one-hour weekly group meeting. Details available from Music Department. Transfer students will be tested for upper-level standing during the first week of their initial semester. Music students seeking a B.A. must be enrolled in Applied Music during the semester they perform their degree recital. MUSC 391 prerequisites: MUSC 292 and pass the Upper-Level Qualifying Audition. MUSC 392 prerequisite: MUSC 391. Fall and Spring.

393 Harmony and Improvisation III (3)

Building on the harmonic foundations of Harmony and Improvisation I and II, this course focuses on the roles of diatonic and nondiatonic harmony, dominant and secondary dominant chords, major and minor modes, and the use of chromatic embellishments in jazz and contemporary music. The course focuses on the student's chosen instrument. Composition exercises will form the backbone of the written work. Prerequisite: MUSC 294. Odd years Fall.

394 Harmony and Improvisation IV (3)

This final course in the Harmony and Improvisation sequence addresses modal interchange, reharmonization, arranging and symmetrical structures. Drumset competence is introduced in addition to focusing on developing skills on the student's chosen instrument. Composition exercises will form the backbone of the written work. Prerequisite: MUSC 393. Even years Spring.

484 Audio Engineering Technology III (2)

A continuation of MUSC 386 with emphasis on the electronic principles (impedance, power, signal interfacing, and grounding) which are fundamental to operating a recording studio or live sound reinforcement system. 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, analog tape 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 acoustics and emerging technologies. Prerequisites: MUSC 484, 485; corequisite: MUSC 487. Fall.

487 Recording Studio Practicum IV (1)

A continuation of MUSC 485, with emphasis on surround recording techniques and 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.

491, 492 Applied Music VII, VIII (2, 2)

Individual weekly lessons and a one-hour weekly group meeting. Details available from Music Department. Placement by the Upper-Level Qualifying Audition in applied study. Transfer students will be tested for upper-level standing during the first week of their initial semester. Music students seeking a B.A. must be enrolled in Applied Music during the semester they perform their degree recital. MUSC 491 prerequisite: MUSC 392. MUSC 492 prerequisite: MUSC 491. Fall and Spring.

493, 494 Advanced Applied Music I, II (2, 2)

Individual weekly lessons and a one-hour weekly group meeting. Details available from Music Department. Placement by the Upper-Level Qualifying Audition in applied study. Transfer students will be tested for upper-level standing during the first week of their initial semester. Music students seeking a B.A. must be enrolled in Applied Music during the semester they perform their degree recital. MUSC 493 prerequisite: MUSC 492. MUSC 494 prerequisite: MUSC 493.

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.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill major or minor requirements.

241-242, 341-342, 441 Composition I-V (1)

Creative writing and original compositions in various forms and for varied media. Prerequisite: MUSC 332 or permission of instructor. See department chair.

NEW MEDIA (NM)

Associate Professor Han (Director); Assistant Professors Cloninger, Oakley; Visiting Assistant Professor Kusek; Lecturers Bryant, Reiser (Associate Director)

The New Media Program at UNC Asheville focuses on creativity and innovation in the study of new media within a liberal arts education. We encourage students to think critically, take risks, and collaborate across disciplines. New Media students acquire a foundation in two- and three-dimensional animation, digital video art and production, and interactive design and art, coupled with advanced study in their chosen area of concentration. By balancing theory, criticism, and practice, students develop a nuanced understanding of new media art and multimedia design principles within a liberal arts context.

We prepare our students to be new media artists, while encouraging serious play, self-discipline, lifelong learning, and community service. Upon graduating with a Bachelor of Arts Degree, students will have the theoretical background, technical experience, and creative problem-solving skills required for professional careers in multimedia design, new media art, or for graduate studies.

Program Objectives

- Students develop a varied array of new media skills, allowing them to clearly communicate concepts and to persuasively influence society.
- Students recognize their own agency as media artists, and become confident exercising that agency to modulate and change the world.
- Students gain a broad awareness of their own goals in the context of contemporary global/networked cultures, demonstrating respect and courtesy toward the differences of others.
- Students negotiate an ongoing personal ethic of innovation and risk regarding cultural/environmental sustainability and stewardship.
- Students begin to understand the ways in which art, media, and culture affect one another and society.
- Students develop a critical vocabulary with which to describe and analyze new media – verbally and in writing.
- Students invent a robust and sustainable foundation which will support a lifelong art practice that combines self-directed studio work, rigorous research, and theoretical inquiry.

Major in New Media

- I. Required courses for the major—36 hours including: NM 101, 142, 222, 231, 251, 281, 438, 490; and 8 hours from one of the following Emphasis areas:
 - a. Computer Animation: NM 310, 410
 - b. Interactive Art and Design: NM 320, 420
 - c. Video Art and Design: NM 350, 450
- II. Required courses outside of the major—14 hours: one course from CSCI 181, 182 or 185; CSCI 344 or 346; MATH 167 or STAT 185, or higher level MATH or STAT; and either PHYS 101 and 121 or PHYS 102 and 122.
- III. Other program requirements—Satisfactory completion of NM 438 with a grade of C or better demonstrates oral competency. Completion of NM 490 with a grade of C or better demonstrates major and computer competency.

Declaration of Major in New Media

Declaring a major in New Media 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 the LANG 120 requirement and have an overall GPA of 2.5.

Minor in New Media

The minor in New Media 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 New Media minor should consult any of the program faculty listed above.

Requirements for the Minor

At least 21 hours including: 3 hours from CSCI 181, 182 or 185; 8 hours from NM 101, 201, 222, 231, 251, 281; 8 hours from 300-400 level NM; and one elective chosen from the courses listed below.

University-wide minimum requirements for a minor: 1) one-half of the hours required for a minor must be completed in residence at UNC Asheville, to include at least 6 hours at the 300-400 level; 2) students must have a cumulative grade-point-average of at least 2.0 on minor courses taken at UNC Asheville.

ART 122, 133, 144

CSCI 181, 182, 185, 202, 344, 346

MUSC 131

PHIL 310

PHYS 101, 102

VMP 205, 293, 294, 295

Courses in New Media (NM)

101 Digital Design Principles (4)

An introduction to new-media image production techniques and essential computer hardware and software literacy. Making connections between modernist art-historical movements, principals of design, and contemporary visual culture, students will learn an array of essential media production skills that emphasize critical, conceptual, and aesthetic development. Fall and Spring.

142 New Media History and Theory (4)

"New Media" may be understood as media that is dependent upon computers. This course traces the history of new media and its theoretical underpinnings, from the origins of computing in the first half of the 20th century to contemporary new media art and design. Students will read critical texts by artists, scientists, theorists, and philosophers, and will interpret these texts in various social, political, aesthetic, and ethical contexts through writing, class discussion, and artmaking. Spring.

144 History of Animation: From Pencils to Pixels (4)

Students will study the history of animation, examining the influence of studios like Disney, DreamWorks, Warner Bros, and Pixar. Topics will include how animation is used in advertising, experimental animation, anime, the role of gender in the animation

industry, propaganda, and the demise and rebirth of racism and bigotry in animation. Emphasis will be placed on how animation both reflects and shapes cultures around the world. Each session will include in-depth discussion and debate about the topics being covered. Spring.

201 Think Graphic: Print and Type (4)

Foundation class focusing on the principles of print design and production. Emphasis is placed on the research, development and creation of typographically driven projects involving branding systems and poster and packaging design. Students will spend time in class presenting, defending, and improving their work based on formative faculty and peer feedback. Prerequisite: NM 101. Fall.

222 New Media Art and Design (4)

An understanding of core art and design principles with the development of technical skills through an innovative approach are the main objectives of this course. Two-dimensional time-based media is a core component of the class. Students will take large-scale projects from initial concept through the development phase to the project completion. Prerequisites: NM 231, 251, 281. Fall and Spring.

231 Introduction to Web Page and Interactive Design (4)

A crash-course introduction to internet cultures, internet-specific production techniques, and code as an artistic medium. Students survey contemporary internet media cultures and technologies while learning essential web-based coding skills in HTML, CSS and other programming languages applied within the context of art and design. Media production techniques will include transcoding, digital representations of sound and images, and user-interface multimedia experience. Prerequisite: NM 101. Fall and Spring.

251 Introduction to Motion Media (4)

Students are introduced to the concept of story and storyboarding and develop artistic and technical skills required for 2-D and 3-D animation and modeling using Maya. Research methods and critical skills. Course will include in-class tutorials, extensive peer and faculty review of ongoing projects, and screenings of animated short films. Prerequisite: NM 101. Fall and Spring.

281 Introduction to Video Art and Design (4)

Two- and three-dimensional time-based sequence design, stop motion animation, sound techniques, type in motion and basic video production techniques. Students will study design principle and process, and critical thinking skills. Prerequisite: NM 101. Fall and Spring.

310 Intermediate Computer Animation (CSCI 310) (4)

Intermediate technical, artistic and critical skills required to create convincing 3-D computer-generated character animation. Students will study the twelve principles of animation, complete exercises and perform improvisations designed to sharpen their skills as character animators. They will also learn the basics of animating to dialogue with emphasis placed on creating entertaining and convincing performances. Students will spend time in class presenting, defending, and improving their work based on formative faculty and peer feedback. Prerequisites: ART 144 or CSCI 181 or 182; NM 222, 251. Fall.

320 Intermediate Interactive Media (4)

Basic principles of semiotics and sign design, navigation and interface development. Application of technology to construct innovative, interactive products. Students will spend time in class presenting, defending, and improving their work based on formative

faculty and peer feedback. Prerequisite: CSCI 181 or 182; NM 222. Fall.

330 Internet Art (4)

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. Students will spend time in class presenting, defending, and improving their work based on formative faculty and peer feedback. Prerequisite: CSCI 181 or 182; NM 222. Spring.

332 Experimental Media (2)

Students examine diverse dimensions of visualization and communication from the representational to the abstract. 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: NM 222. See program director.

340 Internship (2-6)

Supervised work in a professional or educational setting. Students will receive hands-on training in the making of multimedia projects. Prerequisites: NM 222 and 3.0 GPA in major courses. May be repeated for a total of 6 hours credit. See program director.

344 History of Design (4)

Traces the history of graphic design from its origins in bookmaking to contemporary new media. The focus begins with the Arts & Crafts movement of the late 19th century and continues through the modern and "post-modern" design movements of the 20th century. Students will develop ways to insightfully "read" visual communication in an appropriate historical context by practicing a range of design writing and research forms. Fall.

350 Video and Motion Graphics (4)

Through the exploration of video techniques and motion media design principles, students will concentrate on motion graphics production, and will create innovative work for cinema, television and digital interfaces. Students will spend time in class presenting, defending, and improving their work based on formative faculty and peer feedback. Prerequisite: CSCI 181 or 182; NM 222. Spring.

410 Advanced Animation Techniques (CSCI 410) (4)

Students will study and utilize advanced design, modeling and animation techniques as they design, texture, rig and animate their own characters. Modeling and animating for games will also be covered, as well as particle animation and compositing in 3-D applications. Students will spend time in class presenting, defending, and improving their work based on formative faculty and peer feedback. Students will also study existing works of animation that illustrate the principles being taught in class. Prerequisite: NM 310. Spring.

420 Advanced Interactive Media (4)

Advanced techniques for designing and scripting complex interactive media and interfaces. Students will spend time in class presenting, defending, and improving their work based on formative faculty and peer feedback. Prerequisite: NM 320. Spring.

438 Senior Capstone Project (2)

Students design, develop and implement a long-term collaborative research project that demonstrates in-depth understanding, both conceptually and technically, of an aspect of new media. Prerequisite: NM 222; one course from NM 310, 320 or 350. Fall and Spring.

450 Digital Video Art (4)

Advanced course of study and techniques with a focus on, aesthetic, conceptual problem-solving, creating innovative art, and visual storytelling. Students will explore video in relation to performance, audiovisual and installation art, and address issues relevant to identity and diversity. Video art will be the theme of the course as students synthesize current research and trends within their own experimental work. Prerequisite: NM 350. Fall.

490 Proseminar and Portfolio (2)

Students will develop and implement an individual project and construct a portfolio of completed projects for use in professional or graduate school environments. Students will consider the impact of new media from multiple viewpoints. Prerequisite: NM 438. Fall and Spring.

499 Undergraduate Research in New Media (1-4)

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 8 hours credit. See program director.

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

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.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill major or minor requirements.

PHILOSOPHY (PHIL)

Associate Professor Maitra (Chair); Professors Burchard, Butler, Davis; Visiting Assistant Professor Furlong

“Philosophy” once referred to the whole range of human thought about the universe and humanity’s place in it. As other disciplines have narrowed their focus, those in the discipline of philosophy have retained an interest in fundamental assumptions and modes of thought. Practitioners of philosophy are especially interested in integrating different aspects of knowledge and assessing humanity’s place in the universe.

A major in Philosophy, in addition to being intrinsically valuable, is an excellent source of the creative critical thinking skills essential to the contemporary economy. In a diverse and increasingly interconnected world, study of Philosophy offers the analytic skills necessary for real-world problem solving. Philosophy is, more specifically, an attractive major to students planning further study in a wide variety of academic and professional fields, as well as those interested in graduate work in philosophy. In addition to the preceding, a second major in Philosophy helps students by complementing their other major and its broader implications.

Major in Philosophy

- I. Required courses in the major—40 hours: PHIL 101, 200, 230, 499; 12 hours from the History of Western Philosophy: 250, 255, 260, 352; 4 hours from the History of Non-Western Philosophy: 313, 315, 317; 4 hours from 303, 304, 305, 307, 310; 4 hours from 302, 320, 365.
- II. Required courses outside the major—None.
- III. Other departmental requirements—Major competency is satisfied in PHIL 499 by demonstration of basic logic skills and knowledge of the history of philosophy. Oral competency is demonstrated in PHIL 499.

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

20 hours in Philosophy: 4 hours from PHIL 100, 101, 200, 230; 8 hours from the History of Western Philosophy: 250, 255, 260, 352; 4 hours from the History of Non-Western Philosophy: 313, 315, 317; 4 additional hours at the 300 level or higher.

University-wide minimum requirements for a minor: 1) one-half of the hours required for a minor must be completed in residence at UNC Asheville, to include at least 6 hours at the 300-400 level; 2) students must have a cumulative grade-point-average of at least 2.0 on minor courses taken at UNC Asheville.

Courses in Philosophy (PHIL)

100 Introduction to Philosophy (4)

An introduction to the basic concepts, methods and areas of philosophical inquiry through major writings from various periods and traditions. Articulating a range of responses to perennial problems in the areas of metaphysics, epistemology, moral and political philosophies will be emphasized. Fall and Spring.

101 Introduction to Logic (4)

An introduction to informal, syllogistic, and propositional logic. Topics include fallacies, valid and invalid syllogistic forms, and natural deduction in elementary symbolic logic. Emphasis will be placed on development of basic logic skills in

everyday communication and reflection. Fall and Spring.

200 Introduction to Ethical Theories (4)

An introduction to theories in ethics balancing a western historical component with exploration of more contemporary and/or non-western components. Students will be introduced to virtue theory, utilitarianism and deontology as well as some mix of Buddhist, Confucian, Daoist and/or Hindu theories and contemporary feminist theories. Emphasis will be placed on students developing their individual responses to perennial issues in ethics. Spring.

214 Philosophy of Human Rights (INTS 214) (4)

An analytical and historical introduction to the concept of human rights. Readings will be drawn from both historically significant and contemporary philosophical sources. See department chair.

230 Introduction to Metaphysics and Epistemology (4)

An introduction to the main questions, methods, and figures in the fields of metaphysics and epistemology. Important topics include the nature of knowledge, the reliability of human cognitive abilities, the nature of fundamental entities, and causation. Emphasis will be placed on students developing their individual responses to fundamental issues in metaphysics and epistemology. Fall.

250 Ancient Greek Philosophy (4)

A historical survey of philosophies from ancient Pre-Socratics to Stoicism, with special emphasis on Plato and Aristotle. Attention will be given to ancient Greek women philosophers and developments in non-Greek traditions as well. Fall.

255 Medieval Philosophy (4)

An introduction to the work of Christian, Muslim, and Jewish philosophers from the medieval period. Topics to be covered include ethics, politics, metaphysics, philosophy of mind, and philosophy of religion. Spring.

260 Modern Philosophy (4)

Introduction to the major movements of Western philosophy since the Renaissance: British empiricism, continental rationalism and German Idealism. Specific treatments of concepts like knowledge, mind, body and causation among others will be covered. Completion of either PHIL 250 or 255 is strongly recommended. Fall.

302 Philosophy of Sex and Gender (4)

Theories of sex and gender, such as the link between sex and gender, the social construction of sex and gender, and the power dynamics that operate in and around both construction of sex and gender and lived experience of each. Issues such as sexual ethics, gender presentation and sexual orientation; special emphasis on feminist analysis of these issues. Even years Fall.

303 Philosophy of Religion (RELS 303) (4)

Examines major approaches to the philosophical understanding of religion. Drawing from classical, medieval and contemporary authors from Western and non-Western traditions, questions such as the nature of religion, the nature and existence of God, the problem of evil, the nature of religious experience, the relationship between faith and reason and the nature of immortality will be investigated. Spring.

304 Social and Political Philosophy (4)

A critical study of the development of historical and contemporary philosophical thought about social, political and legal issues. Fall.

305 Philosophy of Law (4)

Differing interpretations of the nature of judicial decision making, law and justice, rationales for punishment, concepts of responsibility and causation in the law. Readings from both philosophical and legal sources. Even years Spring. Fall.

307 Philosophy of Science (4)

Philosophical examination of concepts, assumptions, methods and human implications of both the natural and social sciences. Topics include scientific realism, law, explanation, confirmation, causation, and science and value. Even years Fall.

310 Aesthetics (4)

A study of the nature and significance of art and beauty. Particular emphasis is given to understanding the nature of creativity and the place of artistic production and understanding in contemporary society. Spring.

312 Applied Ethics (4)

A topical study of basics in ethical theory and practice and their application to specific fields or problems. Students will study contemporary issues such as biomedical ethics, environmental ethics, criminal justice ethics or business ethics. Topics will rotate according to interest and demand. May be repeated as subject matter changes. See department chair.

313 Asian Philosophy (ASIA 313) (4)

A survey of major philosophical ideas and traditions, both classical and contemporary, originating in India and China, and developed generally in Asia. Attention will be given to questions of metaphysics, epistemology and ethics with relation to nature of reality, self and society. Spring.

315 Islamic Philosophy (RELS 315) (4)

A survey of the major philosophers from the Islamic tradition, with a focus on the Islamic golden age (8th--13th centuries). Topics to be covered include ontology, philosophy of religion, and ethics. Spring.

317 Africana Philosophy (AFST 317) (4)

A survey of the philosophical work that has come out of Africa and the African diaspora, beginning with ancient Africa and Egypt, and moving through more recent African philosophies to Afro-Caribbean philosophies and African American philosophies. Philosophical issues such as ontology, the meaning of personhood, and problems of racial discrimination. Fall.

320 Existentialism (4)

An examination of representative themes from philosophical and literary works of various existentialists, e.g. Kierkegaard, Nietzsche, Sartre and de Beauvoir. Spring.

352 Contemporary Philosophy (4)

A major tradition of 20th-century philosophy, e.g. American pragmatism, Phenomenology, linguistic analysis, hermeneutics, contemporary ethics, philosophy of science, philosophy of mind, or contemporary political philosophy. This tradition will be both analyzed and placed in the context of contemporary philosophical practice. May be repeated as subject matter changes. Prerequisite: two courses in philosophy or

permission of instructor. Spring.

365 Feminist Theory (WGSS 365) (4)

An investigation of selected feminist theories on a variety of topics and from a variety of disciplines and social locations, such as feminist epistemologies, feminist narrative theories, and political theories from feminists of color. Issues such as intersectionality of oppressions and the dynamics of power involved in maintaining oppressions, as well as resistance to oppressions. Odd years Fall.

499 Undergraduate Research in Philosophy (1-4)

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 8 hours credit. See department chair.

171-4, 271-4, 371-4, 471-4 Special Topics in Philosophy (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.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill major or minor requirements.

PHYSICS (PHYS)

Professors Bennett (Chair), Booker, Dennison, Ruiz; Assistant Professor Perkins; 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 four concentrations: Preparation for Graduate School, Applied Physics, Physics with Teacher Licensure, and Physics with Comprehensive Science Licensure. Computer competency is an integral requirement of all 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, 325, 326, 331, 332, 401, 402, 414, 418. PHYS 499 is highly recommended.
- II. Required courses outside the major—19–22 hours: CHEM 111, 132 (or a satisfactory score on the Chemistry Placement Examination); MATH 191, 192, 291, 365, 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.

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, 325, 326, 331, 332, 401, 402, 414.
- II. Required courses outside the major—24 hours: CHEM 111, 132 (or a satisfactory score on the Chemistry Placement Examination); CSCI 181 or 182; MATH 191, 192, 291; the selection of 5 additional semester hours (or 8 hours if there is a satisfactory score on the Chemistry Placement Examination) of coordinated work in Computer Science, Engineering or another area of science. The selected program of courses must be approved by the department chair prior to initiation of the sequence.
- 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.

Physics with Teacher Licensure

This concentration is coordinated with the Education department to provide a student with teacher licensure in 9-12 Physics. Students who wish to receive teacher 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—30 hours: PHYS 221, 222, 310, 323, 325, 326, 331, 332, 401, 414.
- II. Required courses outside the major—19–22 hours, including CHEM 111, 132 (or a satisfactory score on the Chemistry Placement Examination); ENVR 130; MATH 191,

192, 291; PSYC 319 and those additional course requirements indicated in 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.

Physics with Comprehensive Science Teacher Licensure

This concentration is coordinated with the Education department to provide licensure in all high school science curricula. Students who wish to receive teacher 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—28 hours: PHYS 101 and 121, or PHYS 102 and 122; PHYS 221, 222, 310, 326, 331, 332; either 323 or 325; one course from 401, 402, and 414.
- II. Required courses outside the major—31–34 hours, including BIOL 123, 124; CHEM 111, 132 (or a satisfactory score on the Chemistry Placement Examination), 145, 236; ENVR 105, 130; MATH 191, 192, 291; PSYC 319 and those additional course requirements indicated in 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.

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, 326, 331; one course from PHYS 323, 325 or 414; 6 additional hours in Physics. PHYS 131 and 231 may not be included in these 6 hours. These minor courses have prerequisites of MATH 191, 192, 291 and CHEM 132 or a satisfactory score on the Chemistry Placement Examination.

University-wide minimum requirements for a minor: 1) one-half of the hours required for a minor must be completed in residence at UNC Asheville, to include at least 6 hours at the 300-400 level; 2) students must have a cumulative grade-point-average of at least 2.0 on minor courses taken at UNC Asheville.

Courses in Physics (PHYS)

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. 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. Corequisite: PHYS 122. Fall.

107 Introductory Physical Sciences (4)

A foundational physical science course with laboratory for non-science majors covering the laws of physics and their application to astronomy, chemistry, and the Earth sciences. Emphasis is placed on scientific reasoning and critical thinking through interactive web-based technology. Spring.

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. 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. 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. Fall and 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; pre- or corequisite: MATH 192. Fall and Spring.

222 Physics II (4)

Continuation of PHYS 221, with laboratory, covering electrostatics, circuits, magnetism and light. Prerequisite: PHYS 221; pre- or 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 and Spring.

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. Even years Fall.

325 Thermal Physics (3)

The basic principles of heat, thermodynamics and introductory statistical mechanics. Prerequisite: PHYS 222. Even years Spring.

326 Modern Physics (3)

Special relativity, quantization, fermions, bosons, molecular physics, laser physics, solid state physics, nuclear physics and elementary particle physics. Prerequisites: CHEM 132 or a satisfactory score on the Chemistry Placement Examination; PHYS 222. Corequisite: PHYS 331. 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. PHYS 331 corequisite: PHYS 326. PHYS 332 prerequisite: PHYS 331. 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 326. Even years 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.

414 Quantum Mechanics I (3)

Quantization, the uncertainty principle, the Schrodinger equation, applications of quantum mechanics to one-dimensional examples, application of quantum mechanics to the Hydrogen atom, spin. Prerequisite: PHYS 326. Odd years Fall.

418 Quantum Mechanics II (3)

An intermediate study of quantum mechanics, including commutation relations, Hamiltonians, Hermitian operators, Dirac notation, and a study of Hilbert space. Perturbation theory will also be discussed. Prerequisites: MATH 365; PHYS 414. Even years Spring.

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.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill major or minor requirements.

POLITICAL SCIENCE (POLS)

Professors Cornett (Chair), Betsalel, D.B. Mullen, Gibney; Associate Professor D.J. Mullen; Assistant Professor Haschke

The Political Science Department offers diverse courses in a flexible program 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—at least 34 hours in POLS, including one course from 220 or 240; one course from 261 or 281; 290, 460, 490. At least 20 of the 34 hours must be completed at the 300-400 level.
- II. Required courses outside the major—4 hours: STAT 185.
- III. Other departmental requirements—Senior competency is demonstrated by satisfactory completion of POLS 490. Oral competency is satisfied by POLS 460.

Political Science with Teacher Licensure

Students seeking middle school or secondary licensure should see the appropriate licensure advisor for additional information.

- I. Required courses in the major—at least 34 hours in POLS, including one course from 220 or 240; one course from 261 or 281; 290, 460, 490. At least 20 of the 34 hours must be completed at the 300-400 level.
- II. Required courses outside the major—30 hours: ECON 101; HIST 101, 102, 151, 152; POLS 220 or 281 (these courses satisfy major requirements); PSYC 319; one course from SOC 200, 210, 220; STAT 185. HIST 315 is also required for students seeking 6-9 licensure. In addition, students must complete the required EDUC courses as indicated in the Education section of the catalog.
- III. Other departmental requirements—Senior competency is demonstrated by satisfactory completion of POLS 490. Oral competency is satisfied by POLS 460.

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

At least 18 hours in POLS including one course from 220 or 240, and one course from 261 or 281. A minimum of 8 hours must be at the 300 level or above.

University-wide minimum requirements for a minor: 1) one-half of the hours required for a minor must be completed in residence at UNC Asheville, to include at least 6 hours at the 300-400 level; 2) students must have a cumulative grade-point-average of at least 2.0 on minor courses taken at UNC Asheville.

Courses in Political Science (POLS)**220 Principles of American Political Behavior (4)**

An introduction to the basic dynamics of American politics, including the forces that shape political behavior and institutions. Fall and Spring.

235 Introduction to Law (3)

An introduction to the American legal system. Readings and discussions center on representative legal opinions in a various areas including constitutional, criminal, contract, and property law, materials examining how cases are brought to court and the factors that shape judicial decisions. See department chair.

240 Political Ideas and Imagination (4)

An introduction to classic works of political thought and the way ideas can be used to understand the political world. Close readings of select ancient, modern, and contemporary political thinkers explore such issues as the nature of politics. What is political power? What makes for a just political order? What is the relation between ends and means in politics? And what role ought citizens to play in a democratic society? Fall and Spring.

261 Introduction to Comparative Politics (4)

An introduction to the study of political institutions, processes, and outcomes within and across countries. Special emphasis is placed on important themes of contemporary comparative politics, including political regimes, democratization, political institutions, political culture, and conflict with examples drawn from different countries and historical periods. Fall and Spring.

281 Principles of International Relations (4)

An introduction to the basic concepts, theories and methods dealing with the study of international relations. The course emphasizes the current forces and trends that have shaped and are shaping the international system. Fall and Spring.

290 Political Analysis (2)

An introduction to political inquiry and methodology, focusing on the process of making and supporting knowledge claims about political phenomena based on political science theory and methods. Fall.

311 Comparative Conflict Processes: Revolutions, Regime Change, & Civil Conflict (4)

A comparative exploration of political conflict and collective violence based on a comparative analysis of cases from different countries and time periods. Topics include social revolutions, regime change and democratization, ethnic conflict and civil war, as well as protest movements and state repression. Spring.

316 Comparative Parties and Elections (4)

Modern democratic government is unthinkable save in terms of parties. This course explores the role political parties play in the democratic process. It examines party formation, organization, influence, and electoral competition across varying institutional, economic, and cultural contexts. By comparing the processes used in democracies from different regions, the course seeks to evaluate how institutional arrangements affect the ability of parties to translate citizens' preferences into policy outcomes. Fall.

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. Recommended prerequisite: POLS 220. Odd years Fall.

321 The American Presidency (4)

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 (4)

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 (4)

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. See department chair.

326 The Legislative Process (4)

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 Religion and Politics in the United States (4)

Politics and religion are inextricably linked as both seek to improve the human condition. In the United States, however, there has been a uniquely systematic effort to separate the two realms. This course examines that endeavor, the ideas behind it, whether it is possible, and some of its many consequences. Recommended prerequisite: POLS 220. Odd years Spring.

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. See department chair.

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. See department chair.

337 ReStorying Community (4)

Through the use of oral histories, analysis of documents, and reflection on the political theory and practice of civic engagement and community building, this community service learning course examines the nature of power, politics and memory in community. Spring.

- 338 Origins of Democracy (4)**
Drawing on classic works of political theory and ideas from contemporary social science and humanities, the course explores the origins of democracy and its implications for the contemporary world. Issues examined include the origins of the franchise, the relationship of language to power, the role of myth making in establishing democratic regimes, and democracy's relationship to law, culture, empire, and religion. Odd years Fall.
- 343 Politics of the Civil Rights Era (4)**
Explores the racial politics of the United States in the 1950s, 1960s, and 1970s. The nonviolent citizen actions led by people such as Martin Luther King, Jr., Roy Wilkins, and Lou Hamer are critically paralleled with alternative actions led by Malcolm X, Stokely Carmichael, Huey Newton, and others. Local, state, and federal government responses to these challenges will be examined in an effort to evaluate the era's accomplishments and failures. Odd years Fall.
- 344 Black Political Thought (4)**
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. See department chair.
- 346 American Political Thought (4)**
Historical examination of the ideas that have influenced and shaped American institutions and the political process, from the Puritans to contemporary theorists. See department chair.
- 347 Contemporary Political Ideologies (4)**
The major ideological movements that have influenced domestic and world politics, including the various shades of communism and socialism, racism, liberalism and anarchism. See department chair.
- 348 Women and Politics (4)**
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.
- 349 Political Science Fiction (4)**
Examines the possibilities for human relationships predicated on yet-to-be-developed science and technology and the types of political systems envisioned in major works of science fiction including novels, short stories, films, and TV series. Topics examined include the distribution and use of power and political resources, individual rights and liberties, and the nature and function of government. Even years Spring.
- 351 The Administrative State (4)**
Examines how laws are implemented by the executive branch of the federal government. The principles of public administration are compared and contrasted with the actual politics of bureaucracy. Special attention is given to questions surrounding the role of the professional civil service in representative democracy. Prerequisite: POLS 220. Odd years Spring.
- 353 Politics and Social Welfare Policy (4)**
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 Temporary Assistance for Needy Families (TANIF). Fall.

354 Environmental Politics (4)

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.

357 Civic Engagement in Community (4)

Drawing on the insights of political theory, documentary, and ethnographic field methods, this project based service learning course explores the multiple meanings of service, citizenship, and community, in local, regional, and global contexts. Particular attention is paid to issues of power and powerlessness as it relates to race, class, gender, disability, and sexual orientation. Even years Fall.

358 State and Local Government (4)

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. See department chair.

359 Politics, Policy and Social Democracy (4)

Explores the types of public goods and services the U.S. government provides for citizens including children, women, the elderly, workers, and the unemployed. Current policies including health care, Social Security, education, civil rights, poverty programs, national security and safety are among the topics covered. Prerequisite: POLS 220. Even years Spring.

362 African Politics (4)

Examines the Colonial and Independence political eras on the African Continent. Topics include the identification of values and beliefs that underlie African political behavior, the role of the West in continental affairs, the status of women, and the behavior of individuals, institutions, and processes instrumental in Africa's economic, social, and political development. Even years Fall.

363 The Political Economy of Development (4)

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.

365 European Politics (4)

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.

368 Latin American Politics (4)

An introduction to the historical and political evolution of major Latin American States. Recommended prerequisite: POLS 281. See department chair.

380 Globalization and its Critics (4)

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.

- 383 International Political Economy (4)**
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.
- 385 Politics and War (4)**
By considering war a political process, this course examines the functions war performs in the international system, why states select war to resolve disputes, how preparing for and fighting war affects the internal politics of states, and the unique relationship between war and democratic societies. Prerequisite: POLS 281. Odd years Spring.
- 387 International Organizations (4)**
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.
- 391 Application of Political Methods (2)**
Examines various methods Political Scientists use to investigate the political world. Topics vary from semester to semester. May be repeated for credit as topics vary. Prerequisite: POLS 290. See department chair.
- 393 Quantitative Reasoning I: Telling Stories with Numbers and Data (2)**
Gives students the tools to explore, investigate, and analyze data and incorporate empirical evidence into compelling arguments. As part of the course, students will be introduced to the powerful programming language R (freely available), which will be used to analyze real datasets. Prerequisites: POLS 290, STAT 185. See department chair.
- 394 Quantitative Reasoning II: Visualizing Beautiful Evidence (2)**
A continuation of POLS 393 with an emphasis on revealing hidden patterns, and communicating quantitative arguments to any audience. The focus is on data visualization as an essential tool of analysis. Prerequisite: POLS 393. See department chair.
- 395 Advanced Readings on Politics (1-3)**
An independent readings course in which students pursue, in consultation with a faculty member, advanced study on a particular topic. See department chair.

400 Internship (2-6)

A semester-long internship with participating organizations, firms, government agencies, and community service or non-profit organizations. Prerequisite: 15 hours of Political Science courses or approval of instructor. May be repeated once for a total of six hours credit. See department chair.

460 Senior Colloquium (1-3)

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. Pre- or corequisite: POLS 490. 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. 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.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill major or minor requirements.

PORTUGUESE (PORT)

The following courses in Portuguese are taught by the Department of Foreign Languages.

Courses in Portuguese (PORT)

110 Portuguese I (4)

An introduction to the study of Portuguese language and culture through classroom instruction and web-based homework. The main focus of this course is on oral proficiency practice and exposure to Portuguese speaking countries and cultures. Students will use classroom time and engage in online assignments to practice listening, speaking, reading, writing, and grammar skills. For beginners who have not previously studied Portuguese. Students who completed two units of high school Portuguese with grades of C or higher may not enroll in PORT 110. Fall.

120 Portuguese II (4)

A continuation of the introductory study of Portuguese language and culture through classroom instruction and web-based homework. The main focus of this course is on oral proficiency practice and continued exposure to Portuguese speaking countries and cultures. Students will use classroom time and engage in web-based assignments to practice listening, speaking, reading, writing, and grammar skills. This course fulfills the LAC Second Language requirement. Prerequisite: PORT 110 or two units of high school Portuguese. Spring.

210, 220 Intermediate Portuguese I, II (3, 3)

Continuation of the study of Portuguese language and Portuguese-language cultures through classroom instruction. Conversational practice and development of reading and writing skills. Prerequisite: PORT 120 or equivalent or permission of instructor. See department chair.

300 Intensive Portuguese for Speakers of Other Romance Languages (3)

Intensive study of Portuguese language and Portuguese-language cultures through classroom instruction. Comparative instruction in the basics of Portuguese for those who have studied one year or more of another Romance language and those referred by departmental evaluation. May not be used to satisfy the LAC Second Language requirement. See department chair.

171-3, 271-3, 371-3, 471-3 Special Topics in Portuguese (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 department chair.

PSYCHOLOGY (PSYC)

Associate Professor Laughon (Chair); Professors T. Brown, Friedenberg, Harvey, Himelein;
Associate Professors Chiang, Foo, Neelon, Smith; Assistant Professors Pascoe, Ulrich

Students who major in Psychology study a variety of areas within the broader discipline in preparation for graduate school, professional school (e.g., law or medical school) or post-baccalaureate employment. 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 lab and non-lab 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. Students are encouraged to plan their curricula in consultation with Psychology faculty who can advise regarding course options, prerequisites, and realistic career objectives.

Major in Psychology

- I. Required courses in the major—36 hours, including: PSYC 100, 201, 202, 412; three courses from PSYC 200, 208, 214, 216, 290; two courses from the following 4-hour lab courses: 329, 334, 342, 343, 347, 362; 6 additional hours of non-laboratory courses at the 300-400 level.
- II. Required courses outside the major—None. Biology, Computer Science and Spanish courses are recommended.
- III. Other departmental requirements—Students demonstrate major competency by successfully completing the Psychology Major Competency Exam. Oral competency is demonstrated in a presentation forum approved by the observing faculty member.

Psychology with Teacher Licensure

Psychology majors who are interested in teacher licensure should contact the Education Department for additional 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 LANG 120 and the LAC Mathematics requirements with a GPA of at least 2.0 in these courses;
- II. completed PSYC 100 and 201 and earned a GPA of at least 2.0 in these courses; and
- III. met individually with the chair of the Psychology Department to review departmental expectations for majors, and to obtain a signed Declaration of Major form.

Minor in Psychology

Students seeking 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 19 hours in Psychology, including:

- I. PSYC 100 and 201;
- II. one course from PSYC 200, 208, 214, 216 or 290 for the 3-credit non-laboratory course requirement;
- III. one course from PSYC 329, 334, 342, 343, 347 or 362 for the 4-credit laboratory course requirement; and
- IV. six additional hours of non-laboratory PSYC courses at the 300-400 level.

University-wide minimum requirements for a minor: 1) one-half of the hours required for a minor must be completed in residence at UNC Asheville, to include at least 6 hours at the

300-400 level; 2) students must have a cumulative grade-point-average of at least 2.0 on minor courses taken at UNC Asheville.

Courses in Psychology (PSYC)

100 Introductory Psychology (3)

An overview of scientific foundations and core concepts in psychology with emphasis on basic and applied research across major fields in the discipline. Topics include brain and behavioral processes, personality and social processes, and research methodology. No credit given to students who have credit for PSYC 101 or 102. 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 100. See department chair.

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.

208 Abnormal Psychology (3)

Addresses the symptoms, possible causes and treatments of mental disorders, with discussion of the diagnostic DSM system, anxiety, adjustment and stress disorders; depression and mood disorders; dissociative and somatoform disorders; personality disorders; schizophrenia and other psychotic disorders, and strategies for prevention and promoting personal resilience. No credit given to students who have credit for PSYC 308. Prerequisite: PSYC 100. See department chair.

214 Developmental Psychology (3)

A comprehensive survey of cognitive, linguistic, and social-emotional development from conception through adolescence, focusing on how past and current research informs theoretical perspectives on developmental change. Emphasis on the influence of social interaction and culture in development. No credit given to students who have credit for PSYC 317. Prerequisites: PSYC 100. See department chair.

216 Fundamentals of Neuroscience (NEUR 216) (3)

An introduction to psychological neuroscience. Topics include research methods, basic anatomy and physiology of mammalian nervous systems, mechanisms of neuronal development and integration, vision and other senses, sensory-motor control, basic drives and behavioral systems. No credit given to students who have credit for PSYC 215. Prerequisite: PSYC 100. See department chair.

290 Psychology: Past and Present (3)

An overview of the history of psychology, reviewing the major people, ideas, works and theories that founded and developed modern scientific psychology. No credit given to students who have credit for PSYC 390. Prerequisite: PSYC 100. See department chair.

307 Health Psychology (3)

An exploration of the contributions of psychology to health promotion, disease prevention, and health behavior change. Topics include research methods, stress and pain, psychoneuroimmunology, behavioral health, and behavioral medicine. Prerequisites: PSYC 100, 201. See department chair.

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 comparisons. Prerequisites: PSYC 100, 201. Teacher licensure students who have completed PSYC 319 may enroll with permission of instructor. See department chair.

311 Psychology of Prejudice (3)

An introduction to the psychology of prejudice, this course discusses stereotyping, prejudice, and discrimination. The course considers a variety of topics including the formation, use and consequences (both positive and negative) of stereotypes and prejudices, and how to cope with and respond to social inequality in ways that may reduce prejudice. Major categories of prejudice and stigma will be addressed, including but not limited to: race, gender, weight, class, age, and sexual orientation/identity. Prerequisites: PSYC 100, 201. Fall or Spring.

312 Psychology of Exceptional Children (3)

Study of exceptional children, including those with intellectual disabilities, learning disabilities, attention deficit hyperactivity disorders, speech and communication disorders, physical and health impairments, visual and hearing impairments, autism spectrum disorders, emotional/behavioral disorders, and special gifts and talents. Discussion includes identification as well as accommodation of these learners in both school and community settings. Recommended for teacher licensure students. Prerequisites: PSYC 100, 201. Recommended prerequisite: PSYC 214 or 319. See department chair.

319 Educational Psychology (3)

An introduction to the principles of educational psychology. Topics include cognitive development in childhood and adolescence, theories of learning, individual differences, motivation, assessment practices, and moral and autonomy development. Principles of teaching and learning will be applied to understanding and promoting learning in classroom situations. Students who have credit for PSYC 318 or 220 may not receive credit for PSYC 319. Prerequisite: EDUC 210 or PSYC 100. Fall and Spring.

322 Sensation and Perception (3)

A comparative study of sensory systems and perception in humans and other organisms. Topics include computational and biological models of vision, audition, and chemo- and mechanoreception. No credit given to students who have credit for PSYC 325. Prerequisite: PSYC 216 or permission of instructor. See department chair.

324 Theories of Personality (3)

Addresses major theories of personality representing psychodynamic, humanistic, and social learning theory (e.g., Freud, Adler, Rogers, Erikson, and Bandura), partly via writing assignments that analyze individuals' lives. No credit given to students who have credit for PSYC 225. Prerequisites: PSYC 100, 201. See department chair.

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 100, 201. See department chair.

329 Cognitive Psychology (4)

Fundamentals of research and theory in cognitive science focusing on the core areas of attention, memory, thinking and reasoning, including perspectives from neuroscience, connectionist models, and artificial intelligence. Topic examples include the role of attention in perceptual processing, the dynamics of short- and long-term memory, the role of short-term memory in purposive behavior, and the use of heuristics in judgment and decision-making. Separate laboratory exercises will require collecting and analyzing data from classic experimental tasks including sensory memory, selective attention, short-term memory capability, and stereotype-driven bias in long-term memory. No credit given to students who have credit for PSYC 327. Prerequisites: PSYC 100, 201. See department chair.

334 Psychology of Women (4)

An introduction to a wide range of topics pertaining to women and their experiences. Critical emphases include research methods, development of gender identity, gender roles and comparisons, female adolescence, and psychological topics specific to women that are inadequately covered in traditional fields of psychology. The lab component consists of a research project conducted in the psychology of women discipline, with presentation at an on-campus symposium. No credit given to students who have credit for PSYC 333. Prerequisites: PSYC 100, 201. See department chair.

342 Community Psychology (4)

An advanced introduction to community psychology, a field that employs research and action to seek positive change for communities and people, particularly those who have been disadvantaged or oppressed (e.g., people living in poverty, people of color, people who are LGBTQ). The course considers limitations of traditional means (such as therapy) for helping people, while introducing theory, research and practice designed to prevent mental disorders and empower disenfranchised people. The lab component provides an opportunity to explore community psychological principles with a service-learning project in the community. No credit given to students who have credit for PSYC 344. Prerequisites: PSYC 100, 201. See department chair.

343 Psychology and Law (4)

An examination of the behavior of the participants in the legal system with an emphasis on psychological theory and research related to criminal law. Topics include the psychology of policing, evidence and eyewitness testimony, suspect identification, criminal behavior, forensic assessment, jury behavior, and punishment. Lab activities will vary by semester and opportunity, but in general the lab component will be designed to increase students' comprehension and application of course content. No credit given to students who have credit for PSYC 313. Prerequisites: PSYC 100, 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 100, 201, 214. See department chair.

347 Psychological Testing (4)

An in-depth study of (1) the processes used in the construction of tests to assess personality and cognitive characteristics and (2) the issues encountered in the use of tests for evaluation and placement. Each student demonstrates mastery of the principles

of test construction and analysis by developing, administering and validating a simple personality scale. Students may continue work on their scales through undergraduate research in a subsequent semester. Prerequisites: PSYC 100, 201. PSYC 202 is recommended. See department chair.

362 Advanced Neuroscience (4)

Lecture and laboratory emphasize understanding and evaluating theories of brain function using current physiological evidence and computational models. Topics include central and peripheral nervous systems, neuronal structure and functioning, biological and computation models of perception, movement, and cortical organization. Laboratory exercises will provide active experiences with anatomical dissections, computer simulations of neurophysiological phenomena, and contemporary neuroimaging techniques used to collect brain responses. No credit given to students who have credit for PSYC 320 or 321. Prerequisite: PSYC 216 or permission of instructor. 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 100, 201. See department chair.

412 Senior Seminar in Psychology (4)

An in-depth examination of psychological knowledge and/or practice in one of three types of seminars: 1) topical, in which students read about and discuss an area of psychological research, and then write about an aspect of it in a formal literature review; 2) internship, in which students work in a community setting concerned with the well-being of others, and then write a literature review related to their work; or 3) research, in which students undertake a scientific study by reviewing previous research, collecting and analyzing data, and, then write a report of results. Students also practice formal and informal public speaking. Prerequisite: Minimum of 85 earned hours to include 24 hours in Psychology. 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. Prerequisites: PSYC 100, 201, 202 and permission of instructor. 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.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill major or minor requirements.

RELIGIOUS STUDIES (RELS)

Associate Professor Payne (Chair); Professor Hardy; Assistant Professors Harvey, Zubko

Participating Faculty: Holland (Classics), Traboulsi (History), Chess (Literature and Language), Maitra (Philosophy), Lee (Sociology and Anthropology)

The Department of Religious Studies seeks to engage students in the study of religion as an academic discipline within the broader tradition of the liberal arts. As a field of humanistic inquiry, the study of religion at UNC Asheville investigates both the development and contemporary significance of the human religious experience from interdisciplinary perspectives that incorporate a variety of methodological approaches.

Major in Religious Studies

- I. Required courses in the major—at least 35 hours, including: RELS 200, 280, 312, 313, 398, 490; one course from those listed under Religions of the West; one course from those listed under Religions of Asia; one course from those listed under Interdisciplinary Approaches to Religion; and 6 additional hours of electives chosen from other RELS courses or courses in the above categories. At least 18 of the required 35 hours must be at the 300-400 level. The department chair may approve additional courses when the subject matter is appropriate to Religious Studies.
- II. Required courses outside the major—None.
- III. Other departmental requirements—Completion of RELS 398 with a grade of C or better demonstrates major competency. Completion of RELS 490 with a grade of C or better demonstrates oral competency.

Religions of the West

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|------|-----|---|
| CLAS | 101 | Latin I (4) |
| CLAS | 103 | Greek I (4) |
| CLAS | 105 | Hebrew I (3) |
| CLAS | 250 | Mythology (3) |
| CLAS | 354 | Greek and Roman Religion (3) |
| CLAS | 365 | Introduction to the Hebrew Bible (4) |
| HIST | 388 | Introduction to Islam (3) |
| LIT | 365 | Introduction to the Hebrew Bible (4) |
| PHIL | 255 | Medieval Philosophy (4) |
| POLS | 329 | Religion and Politics in the United States (4) |
| RELS | 215 | Judaism and Christianity in the Ancient World (3) |
| RELS | 354 | Greek and Roman Religion (3) |
| RELS | 387 | Religion and Culture of Judaism (3) |
| RELS | 388 | Introduction to Islam (3) |
| RELS | 389 | Jewish Women and Religion (3) |

Religions of Asia

| | | |
|------|-----|-----------------------------|
| ASIA | 313 | Asian Philosophy (4) |
| PHIL | 313 | Asian Philosophy (4) |
| RELS | 381 | Religions of South Asia (3) |
| RELS | 386 | Buddhism (3) |

Interdisciplinary Approaches to Religion

| | | |
|------|-----|-----------------------------------|
| PHIL | 303 | Philosophy of Religion (4) |
| RELS | 302 | Sociology of Religion (4) |
| RELS | 303 | Philosophy of Religion (4) |
| RELS | 330 | Religion and Gender (4) |
| RELS | 420 | Religion and Southern Culture (3) |
| SOC | 302 | Sociology of Religion (4) |

Declaration of Major in Religious Studies

Declaring a major in Religious 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 Religious Studies

18 hours distributed as follows: RELS 200 and 280; at least one course from those listed under Religions of the West; at least one course from those listed under Interdisciplinary Approaches to Religion; and 6 additional hours of electives chosen from among other RELS courses or the list of approved elective courses. At least 9 hours must be at the 300-400 level. The department chair may approve additional courses when the subject matter is appropriate to Religious Studies.

University-wide minimum requirements for a minor: 1) one-half of the hours required for a minor must be completed in residence at UNC Asheville, to include at least 6 hours at the 300-400 level; 2) students must have a cumulative grade-point-average of at least 2.0 on minor courses taken at UNC Asheville.

Courses in Religious Studies (RELS)

200 Introduction to the Study of Religion (3)

A thematic introduction to the academic study of religion: concepts of the sacred, myths and rituals, ways of being religious, and ideas of the afterlife. Fall and Spring.

215 Judaism and Christianity in the Ancient World (3)

A comparative examination of the development of Judaism and Christianity, especially during the period between the establishment of Second Temple Judaism (c. 450 B.C.E) and the Council of Chalcedon (451 C.E), as expressed in a variety of primary documents in translation, both canonical and non-canonical. Our examination of these documents will be informed by contemporary methods of literary and historical criticism. See department chair.

280 Asian Religious Traditions (3)

A comparative examination of the development of the religious traditions that originated in south and east Asia, including Hinduism, Buddhism, Daoism, and Confucianism. See department chair.

302 Sociology of Religion (SOC 302) (4)

Drawing on the intellectual tradition within the discipline of understanding religion as a social and cultural phenomenon, the course 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 diversity, and the relationships between religion and other social institutions. Students are required to conduct a field study on a religious organization or phenomenon throughout the semester and to submit the findings as a paper. Fall and Spring

303 Philosophy of Religion (PHIL 303) (4)

Examines major approaches to the philosophical understanding of religion. Drawing from classical, medieval and contemporary authors from Western and non-Western traditions, questions such as the nature of religion, the nature and existence of God, the problem of evil, the nature of religious experience, the relationship between faith and reason and the nature of immortality will be investigated. Spring.

312 Religion in America to 1865 (3)

A survey of the role of religion in American history and culture. Topics include Native religions and the European missions; Puritanism; religion in the founding era;

evangelicalism and revivalism; Catholic immigration; slave religions and religious abolitionism; religion and the Civil War. Fall.

313 Religion in America Since 1865 (4)

Topics include postbellum revivalism; the Social Gospel; science and fundamentalism; Jewish and Catholic immigration; new African American religions and the Civil Rights Movement; and religion and public life. Spring.

315 Islamic Philosophy (PHIL 315) (4)

A survey of the major philosophers from the Islamic tradition, with a focus on the Islamic golden age (8th--13th centuries). Topics to be covered include ontology, philosophy of religion, and ethics. Spring.

330 Religion and Gender (4)

Focuses on how people who identify with various gendered experiences and expressions create and negotiate religious identities and space for themselves within the world's religious traditions. Topics, which are addressed from a comparative perspective, include creation myths, bodies and sexuality, narrative and performance traditions, rituals, and leadership and agency. See department chair.

354 Greek and Roman Religion (CLAS 354) (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.

381 Religions of South Asia (3)

A study of the history, beliefs and practices of the major indigenous religions of south Asia (Hinduism, Jainism, Sikhism, Buddhism) as well as their development in relation to imported traditions such as Islam and Christianity. See department chair.

386 Buddhism (3)

A study of the life of the Buddha and his teachings as they influenced and transformed the cultures of South and Southeast Asia, China, Japan and the modern West. Topics include meditation, the participation of women, "socially engaged Buddhism" and Buddhist views on ecology, war, and human rights. See department chair.

387 Religion and Culture of Judaism (3)

A study of the historical and cultural development of Judaism from its biblical origins to its modern expressions. Among the 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. Odd years Spring.

388 Introduction to Islam (HIST 388) (3)

Explores Islam as a faith and way of life. In addition to studying the Quran and Prophetic traditions, it will closely examine the dynamics of Islamic law and its role in everyday life in addition to Muslim ritual and devotional practices. See department chair.

389 Jewish Women and Religion (3)

Examines the role of women in Judaism from ancient time to the present; how they contributed to the development of this religious culture and how their lives were impacted by Jewish law and practice over the centuries. We also look at how the interplay of Jews and non-Jews affected Jewish women. Considerable attention will be given to Jewish women in America as well as the role of women in the development of

Israel. We approach this topic using primary sources, secondary scholarly sources, popular media and personal interviews. See department chair.

398 Theory and Method in the Study of Religion (4)

An intensive examination of classical and contemporary theorists and theories as well as the various methodological approaches employed in the academic study of religion. This course prepares students for the senior research seminar by addressing issues of information literacy and strategies for research in religious studies, and thus fulfills the major competency requirement. Prerequisite: 12 hours of RELS courses to include 6 hours at 300-400 level. Spring.

420 Religion and Southern Culture (3)

Utilizing various conceptual perspectives and methodological approaches, this course explores the meaning and function of religion in its many manifestations – domestic, folk, civil – as a cultural phenomenon in Southern life. Prerequisite: RELS 200. Pre- or corequisite: RELS 313. Even years Spring.

490 Senior Research Seminar (3)

Student research under the supervision of approved faculty resulting in the successful completion and oral presentation of a written thesis or comparable research project. This course fulfills the requirements for oral competency. An IP grade may be awarded at the discretion of the instructor. Prerequisite: RELS 398. Fall.

499 Undergraduate Research in Religious Studies (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. See department chair.

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

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 department chair.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill major or minor requirements.

SOCIOLOGY (SOC) AND ANTHROPOLOGY (ANTH)

Professors Peterson (Chair), Frank, Kelley, Wood; Associate Professors Ghidina, Lee, Omer; Assistant Professors Erdur, Hewitt; 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 study people in society. Courses in sociology provide students with the theoretical and investigative tools necessary to examine a wide variety of social issues.

Anthropology is a diverse and comprehensive discipline that investigates the cultural life of human beings in all parts of the world. The major provides students not only with an appreciation for the varieties of human experience, but also, and more importantly, with a toolkit for documenting and understanding other people's ways of life.

Students majoring in either Sociology or Anthropology are prepared for a wide array of careers in Social Work, Criminal Justice, non-profit agencies, Journalism, Business and Government, as well as for graduate study in such fields as Law, Criminology, and Social Work, in addition to Sociology and Anthropology.

Major in Sociology

- I. Required courses in the major—36 hours including: SOC 100, 225, 338, 420, 464; 16 additional hours in Sociology or Anthropology, at least 12 of which must be in Sociology. Twelve of the 16 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 skills in quantitative analysis.
- III. Other departmental requirements—Completing SOC 464 with a grade of C or better satisfies the senior demonstration of competency and the oral competency requirements.

Students majoring in Sociology who also want to major in Anthropology must complete 24 hours of Anthropology courses that are not used to complete requirements for the major in Sociology, including a separate capstone course.

Sociology with Teacher Licensure

Students seeking middle school or secondary licensure should complete the following program and see the appropriate licensure advisor for additional information.

- I. Required courses in the major—36 hours including: SOC 100, 225, 338, 420, 464; 16 additional hours in Sociology or Anthropology, at least 12 of which must be in Sociology. Twelve of the 16 hours must be at the 300-400 level.
- II. Required courses for licensure—26 hours: ECON 101; HIST 101, 102, 151, 152; POLS 220 or 281, PSYC 319; one course from SOC 200, 210, 220 (this course may be used to fulfill a lower-level major elective). HIST 315 is also required for students seeking 6-9 licensure. In addition, students must complete the required EDUC courses as indicated in the Education section of the catalog. STAT 185 is recommended for students wishing to pursue additional skills in quantitative analysis.
- III. Other departmental requirements—Completing SOC 464 with a grade of C or better satisfies the senior demonstration of competency and the oral competency requirements.

Students majoring in Sociology who also want to major in Anthropology must complete 24 hours of Anthropology courses that are not used to complete requirements for the major in Sociology, including a separate capstone course.

Declaration of Major in Sociology

To declare a major in Sociology, a student must:

- I. successfully complete LANG 120;
- II. complete SOC 100 with a grade of C or better, and have at least 8 hours of course work in Sociology, with at least 4 of the hours completed at UNC Asheville;
- III. see the department chair to complete a Declaration of Major form.

Minor in Sociology

20 hours in Sociology including: SOC 100, 225, and 12 hours of Sociology electives with at least 8 of the hours at the 300-400 level. Anthropology courses may not be used toward a minor in Sociology. Students majoring in Anthropology who also want to minor in Sociology must complete 16 hours of courses for the minor that are not used to complete major requirements.

University-wide minimum requirements for a minor: 1) one-half of the hours required for a minor must be completed in residence at UNC Asheville, to include at least 6 hours at the 300-400 level; 2) students must have a cumulative grade-point-average of at least 2.0 on minor courses taken at UNC Asheville.

Major in Anthropology

- I. Required courses in the major—36 hours including: ANTH 100, 225, 336, 420, 464; 16 additional hours in Anthropology or Sociology, at least 12 of which must be in Anthropology. Twelve of the 16 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 departmental requirements—Completing ANTH 464 with a grade of C or better satisfies the senior demonstration of competency and the oral competency requirements.

Students majoring in Anthropology, who also want to major in Sociology, must complete 24 hours of Sociology courses that are not used to complete requirements for the major in Anthropology, including a separate capstone course.

Anthropology with Teacher Licensure

Students seeking middle school or secondary licensure should complete the following program and see the appropriate licensure advisor for additional information.

- I. Required courses in the major—36 hours including: ANTH 100, 225, 336, 420, 464; 16 additional hours in Anthropology or Sociology, at least 12 of which must be in Anthropology. Twelve of the 16 hours must be at the 300-400 level.
- II. Required courses for licensure—26 hours: ECON 101; HIST 101, 102, 151, 152; POLS 220 or 281, PSYC 319; one course from SOC 200, 210, 220 (this course may be used to fulfill a lower-level major elective). HIST 315 is also required for students seeking 6-9 licensure. In addition, students must complete the required EDUC courses as indicated in the Education section of the catalog. STAT 185 is recommended for students wishing to pursue additional quantitative analysis.
- III. Other departmental requirements—Completing ANTH 464 with a grade of C or better satisfies the senior demonstration of competency and the oral competency requirements.

Students majoring in Anthropology, who also want to major in Sociology, must complete 24 hours of Sociology courses that are not used to complete requirements for the major in Anthropology, including a separate capstone course.

Declaration of Major in Anthropology

To declare a major in Anthropology, a student must:

- I. successfully complete LANG 120;
- II. complete ANTH 100 with a grade of C or better, and have at least 8 hours of course work in Anthropology, with at least 4 of the hours completed at UNC Asheville;
- III. see the department chair to complete a Declaration of Major form.

Minor in Anthropology

20 hours in Anthropology including: ANTH 100, 225, and 12 hours of Anthropology electives with at least 8 of the hours at the 300-400 level. Sociology courses may not be used toward a minor in Anthropology. Students majoring in Sociology who also want to minor in Anthropology must complete 16 hours of courses for the minor that are not used to complete major requirements.

University-wide minimum requirements for a minor: 1) one-half of the hours required for a minor must be completed in residence at UNC Asheville, to include at least 6 hours at the 300-400 level; 2) students must have a cumulative grade-point-average of at least 2.0 on minor courses taken at UNC Asheville.

Courses in Anthropology (ANTH)**100 Introduction to Cultural Anthropology (4)**

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. Particular attention is given to concepts of culture, cultural relativism, holism, and participant observation. Active learning components are incorporated to give students a sense of the field practices of anthropologists. Fall and Spring.

225 Social and Cultural Inquiry (SOC 225) (4)

Explores a variety of theoretical frameworks for understanding human societies and social experience. Students learn classical and contemporary approaches to analyzing and interpreting the worlds around them, as well as how to combine theoretical perspectives with various methodological approaches common to Sociology and Anthropology. Students will not only read theory but learn in workshops to use theory in the interpretation of concrete and empirical social and cultural worlds. Prerequisite: ANTH 100 or SOC 100. Fall and Spring.

280 Cultures of Africa (4)

An introduction to African culture and society. It has two aims: first, to read, watch, and discuss a range of ethnographic and popular representations of African cultures; and second, to develop a critical understanding of the complex and dynamic processes of African societies. The course will involve lectures and discussion as well as small-group workshops. Odd years Fall.

305 Internship in Sociology and Anthropology (SOC 305) (1-4)

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. Prerequisite: Twelve hours of sociology and/or anthropology. Grading is S/U. See department chair.

323 Storied Anthropology (4)

By exploring the notion of humans as storytellers, students will investigate how different people use narratives, and examine the way stories are implicated in, among other things, gender, ritual, morality, and disruption. The course also considers the way

anthropologists are the ultimate story-tellers, crafting ethnographies using traditional non-fiction ways and more alternative fictional and poetic means. Students create their storied projects using the Asheville community as our lab, discovering how communities use stories in unexpected ways. Fall.

325 Culture and Mind (4)

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. Students will explore challenges and rewards of knowing other minds, in texts, discussions, and workshops. Odd years Spring.

336 Ethnographic Methods (4)

Understanding 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 ethnographic writing. Weekly sessions include discussion seminars and methods workshops. Students complete an ethnographic writing project. Prerequisite: ANTH 225 or SOC 225. Fall.

339 Intersections of Gender in the Americas (4)

Examines the diversity of gendered experience in the Americas, using an anthropological lens. The close study of gendered experience in a variety of American contexts (focusing on Latin America, the Caribbean and Latin@s in the US) will be used to reflect on both the nature of gender inequality in human experience in general and the engendered nature of our own experience as cultural actors. We will focus particularly on the ways in which gender, ethnicity, class, and disability intersect in the social construction of American individuals' identities. Includes a writing lab experience. Odd years Fall.

350 Body, Disability and Culture (4)

Using ethnographies, memoirs and films, this course examines the concepts of the body and disability in a variety of cultures, including our own. Interrogates what is natural and normal. Includes the role of narrative (written and filmic) in the cultural construction of the body and disability and emphasizes intersectionality of ability with class, gender, and race, and religious and sexual identity. Even years Spring.

353 Culture and the Individual (4)

Focuses on the individual's experience of culture and the relationship between individuals and the cultures in which they are situated. Using ethnographies and films, the course also examines cross-cultural variation in concepts of normalcy, worldview, individual development, personhood, emotions, and mental illnesses, as well as exploring the politics of sentiment. Even years Spring.

355 Marginality and Radicalism (4)

Explores contemporary forms of marginality and radicalism, as well as the quests for meaning and belonging that accompany them. Course draws on anthropological, sociological and philosophical texts. Junior standing and/or background in socio-cultural theory is strongly recommended. Spring.

357 Disrupted Lives: The Anthropology of Social Suffering (4)

Through ethnographies and other texts (both written and filmic), this course explores the anthropology of social suffering, from acts of disruption to the possibility of reconciliation. From war, political violence, state terror, and marginalization to chronic illnesses, disability, addictions, and other forms of embodied distress, how is suffering

collectively and individually experienced? Is it possible for broken communities and dispirited lives to heal? The focus is on everyday life—how painful events are culturally constructed and socially healed in the realm of the ordinary. Includes independent and active learning components. Odd years Spring.

360 America and the Middle East (4)

Concentrates on how “the Middle East” is made in America—as an imagined geography, an object of knowledge, as well as a complicated set of political realities. The course has three interrelated components. 1) Deconstruction: We inquire into the political and epistemological processes, through which “the Middle East” has been perceived and represented in the United States—as a violent and “backward” region, the problems of which are routinely attributed to essentialized religious and ethnic identities; namely, “Muslim” and “Arab.” 2) History: In contrast to this ideological void of understanding, which is created and sustained by social and political mechanisms, we examine how “the Middle East” has largely been shaped by such historical processes as European colonialism, the Cold-War, and the global hegemony of the United States. 3) Ethnography: Students then choose a particular issue and/or country, on which to carry out a research project and receive individualized advice on how to use ethnographic sources within a framework of historically contextualized critical analysis. Spring.

361 Writing Gender (4)

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. Includes a writing lab experience. Even years Fall.

365 Death and Dying (4)

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. The course offers opportunities to learn about other societies as a platform for exploring mortality more generally. Spring.

380 Zen Anthropology (4)

Zen and Anthropology are different practices. Zen is a type of religion from one part of the world; Anthropology is a kind of science from another. But there are remarkable resemblances. Both are, in a sense, methods for learning about the nature of human reality. Both ask practitioners to pay attention to the here and now. Both ask us to be accepting of other forms of life. Both recognize that reality changes, and that one of our tasks as human beings is to try to understand those changes and come to terms with them. Drawing on Zen and Anthropological texts, the seminar explores what these different methods teach us about ourselves. Each class begins with a short period of *zazen*, or sitting meditation. Even years Fall.

385 Topics in Contemporary Anthropological Theory (4)

An exploration of one or more contemporary themes in Anthropological theory. Topics vary by semester. May be repeated for credit as topic varies. See Department Chair.

390 Nomadism (4)

The course sets out to study a range of nomadic societies around the world, to notice their variety and similarity, and to understand the dynamics that differentiate mobile from stationary peoples. Nomadism was the original human condition. As an adaptive strategy, it has lasted longer than any other - even as nowadays traditionally nomadic

societies are dying out or being absorbed by sedentaries. As the world becomes more global, and as disenfranchised communities move underground, nomadism has even become a technique of resistance. Even years Spring.

420 Difference and Inequality (SOC 420) (4)

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. The construction of difference is analyzed by deconstructing racialized, gendered, heteronormative and ableist hierarchal structures and theoretical explanations on social reproduction and social change. 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? How does science and popular culture produce meaning relative to difference and inequality? What role does ideology play in the construction, experience and meaning of difference? Particular attention is given to the interaction and intersections among categories of difference. Prerequisite: ANTH or SOC 225. Fall and Spring.

464 Senior Colloquium (4)

Examines contemporary theoretical, methodological, and/or substantive topics in the fields of Anthropology and Sociology. Topics vary by semester. Drawing on the course themes, students will engage in a semester-long capstone project incorporating one or more of the following: independent data collection and analysis; extended theoretical inquiry; service and applied learning. These projects will culminate in a thesis and oral presentation. May be repeated for credit as topic varies. The course fulfills the requirement for oral competency. Prerequisite: ANTH 336 or SOC 338 or permission of instructor. Fall and Spring.

499 Undergraduate Research in Anthropology (1-4)

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 8 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.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill major or minor requirements.

Courses in Sociology (SOC)

100 Introduction to Sociology (4)

Introduces students to a diverse range of theoretical sociological approaches, as well as the diverse real life perspectives of the field. The course covers a number of themes, including race and ethnicity, poverty, family, population growth, difference and inequality, and more. Students will be educated about 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 (4)

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, trends in crime and criminality over time, theoretical models on the causes of crime, typologies of crime, and the criminal justice response from policing, to trial, to incarceration. Substantive attention is devoted to the centrality of the intersections of race, gender and social class as major variables in criminology and in the American criminal justice system. The “color” of (in)justice and the reliance on mass incarceration as the solution to the crime problem are investigated. Spring.

210 Contemporary Social Problems (4)

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. Students will incorporate field experience in order to more fully understand and apply important concepts. Spring.

220 Juvenile Delinquency (4)

Traces the socio-historical discovery of childhood, the social and cultural construction of adolescence and delinquency, the emergence of special rules and laws for children and adolescents, the establishment of the juvenile justice system, the legal rights of minors, and intervention and prevention strategies. Drawing from various bodies of social thought, the extent, nature, and social location of delinquent behavior is investigated. Current changes in juvenile justice such as lowering the age of majority, curfews and the waiver of juvenile offenders to the adult courts 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 (4)

Critically examines the social construction of race and ethnic identities and the ways in which dominance and subordination are linked to this process. The course surveys related issues including arbitrary categorization, group formation, racial and ethnic stratification, prejudice and discrimination, race privilege, and patterns of domination, segregation, and integration in multi-ethnic societies. Students are required to select and conduct a community service project enhancing race and ethnic relations throughout the semester and to present their experience. Fall and Spring.

225 Social and Cultural Inquiry (ANTH 225) (4)

Explores a variety of theoretical frameworks for understanding human societies and social experience. Students learn classical and contemporary approaches to analyzing and interpreting the worlds around them, as well as how to combine theoretical perspectives with various methodological approaches common to Sociology and Anthropology. Students will not only read theory but learn in workshops to use theory in the interpretation of concrete and empirical social and cultural worlds. Prerequisite: ANTH 100 or SOC 100. Fall and Spring.

240 Evolution, Revolution and Social Change (4)

Explores historic and contemporary struggles of social movements in their quest to bring about social, political, economic or cultural change. Movements covered include U.S. civil rights, women’s rights, and LGBTQI rights, among others. Collective action and movements outside the U.S. are also addressed. Problems of power and privilege are analyzed within the context of cultural diversity and social change. Fall and Spring.

280 Sociology of Gender (4)

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 intersecting identities, and gender stratification. Students engage in a semester-long project examining gender and consumer culture. Spring.

302 Sociology of Religion (RELS 302) (4)

Drawing on the intellectual tradition within the discipline of understanding religion as a social and cultural phenomenon, the course 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 diversity, and the relationships between religion and other social institutions. Students are required to conduct a field study on a religious organization or phenomenon throughout the semester and to submit the findings as a paper. Fall and Spring.

305 Internship in Sociology and Anthropology (ANTH 305) (1-4)

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. Prerequisite: Twelve hours of sociology and/or anthropology. Grading is S/U. See department chair.

312 Society, Culture and Poverty (4)

Investigates the economic, social and political causes of poverty in the United States in both historical and contemporary context. Examines the ideological bases of victim and culture blaming in political discourse and the effects this has on welfare policy, the perpetuation of poverty, and on defining marginalized groups as undeserving. Students will incorporate field experience to more fully understand and apply important perspectives. Spring.

338 Social Research Methods (4)

Introduces students to the tools of evaluating, designing, and conducting sociological research. Students will acquire proficiency in social research design, as well as qualitative and quantitative data collection and analysis. Methodological rigor and ethics are emphasized. No credit given to students who have credit for SOC 335 or 337. Prerequisites: SOC 100; ANTH 225 or SOC 225. Fall.

340 Social Control and Deviant Behavior (4)

Considers the development of social order and ideological hegemony, the dynamics of conformity and dissent, the process of stigmatization, and the major theoretical models addressing deviance and social control at the individual, group and structural levels of analysis. Employing a deconstructive and critical power-reflexive 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. Course content includes strategies for resisting stigmatization and social control and the competing claims of public safety and individual rights. Fall.

357 Development and Social Change in Latin America (4)

Examines historical, political, cultural, and socio-economic perspectives on Latin America by focusing on the region's development through the 19th and 20th centuries.

The course will make use of case studies, and all of Latin America can be covered, though an in-depth study of one or several countries, or a region (such as Central America or the Southern Cone) is also a possibility. The course will devote time and reading to a theoretical understanding of development in all Latin American countries and in the so-called developed world. Fall.

358 Globalization and Social Change in Africa (4)

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. Course topics vary to address current issues as highlighted in news and activist media. Spring.

359 Women of Color and Feminism (4)

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. Integrates a range of writings from fiction, to activism, to formal academic theory. Fall.

362 Sociology of Health and Illness (4)

Considers the diverse social, cultural, and political forces influencing the health and illness of individuals and societies. Critically examines the distribution of mortality and morbidity along with access to medical care, how health and illness are socially constructed, the experiences of illness, and the ethics of caregiving and decision-making in the context of medical institutions. See department chair.

364 Population and the Environment: An International Perspective (4)

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. Students develop skills in reading and critically interpreting demographic data. Spring.

365 Violence in America (4)

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. Theoretical models and correlates of violence are investigated. The societal response to violence is explored relative to prevention, intervention and public policy. A major emphasis is violence and victimization among the most marginalized members of society—the poor, immigrants, people of color, women and children. In reviewing a range of violent behavior patterns—from intimate violence to hate crimes, from serial murders to state-sanctioned violence—intersectionality is a central focus of analysis. Treatment programs are critically evaluated along with emerging community-based strategies such as restorative justice and reconciliation programs. Even years Spring.

380 Feminist Theory (WGSS 365) (4)

An investigation of selected feminist theories on a variety of topics and from a variety of disciplines and social locations, such as feminist epistemologies, feminist narrative theories, and political theories from feminists of color. Issues such as intersectionality of oppressions and the dynamics of power involved in maintaining oppressions, as well as resistance to oppressions. Even years Fall.

387 Gender, Globalization, and Development (4)

Undertakes a theoretical and practical examination of women, gender, and development programs and policies and their relationship to neoliberal globalization. Examines the role of corporations, multilateral institutions, global financial institutions, governments, NGOs, and social movement organizations in shaping the landscape of development. Addresses substantive issues such as women's migration patterns, paid and unpaid labor, health and reproduction, gender-based violence, and poverty. Spring.

388 Sociology of Sex, Sexualities and the Interpretation of Desire (4)

Focuses on the idea that sexualities and desire are mediated through social processes and identity categories. Sexuality has both a history and a sociology that increasingly recognizes the importance of sexualities and desire in the construction of the self. Major foci include the construction of sexual identity categories, the construction of sexual scripts, the secularization of sexuality, the transformation of intimacy, the politicization of sexuality, and organized resistance to the social control and regulation of sexualities and desire. Employing sociological, feminist, queer and critical heterosexual studies perspectives, issues of sexuality and desire (from ("normative" to "unsafe" and "perverse") will be explored through the lens of gender, race, and class. Odd years Spring.

390 Queer Sociology (4)

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," activism, intersectionality and queer sexualities. 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. A central theme is the examination of the consequences of conceptualizing identities and sexualities outside the traditional binaries of sex, gender and sexuality as fluid and resistant practices. The production of knowledge in science and popular culture is analyzed within the context of social change. Fall.

393 Topics in the Sociology of Culture (4)

Introduction to the Sociology of Culture, the study of how people produce and use cultural products. The course will address the issues of cultural power, ideology, hegemony, resistance and agency. May be repeated for credit as topics vary. Odd years Fall.

410 Sociology through Film (4)

Examines modern society and culture as represented by modern film. Themes vary (crime, violence, family, work, education, immigration, technology), and with the help of course readings, we seek to shed light not only on the particular theme but also on what it means to talk about the modern world, and what this condition entails for the people we encounter in the film and the people and citizens the film characters represent. Odd years Spring.

420 Difference and Inequality (ANTH 420) (4)

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. The construction of difference is analyzed by deconstructing racialized, gendered, heteronormative and ableist hierarchal structures and theoretical explanations on social reproduction and social change. 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? How does science and popular culture produce meaning relative to difference and inequality? What role does ideology play in the construction, experience and meaning of difference? Particular attention is given to the interaction and intersections among categories of difference. Prerequisite: ANTH or SOC 225. Fall and Spring.

464 Senior Colloquium (4)

Examines contemporary theoretical, methodological, and/or substantive topics in the fields of Anthropology and Sociology. Topics vary by semester. Drawing on the course themes, students will engage in a semester-long capstone project incorporating one or more of the following: independent data collection and analysis; extended theoretical inquiry; service and applied learning. These projects will culminate in a thesis and oral presentation. May be repeated for credit as topic varies. The course fulfills the requirement for oral competency. Prerequisite: ANTH 336 or SOC 338 or permission of instructor. Fall and Spring.

480 Sociology of Law (4)

The law is conceptualized as both a problem and solution. Course emphasizes law as a social process and 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. Law is investigated as both a dependent and independent variable. 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 (1-4)

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 8 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.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill major or minor requirements.

SPANISH (SPAN)

Professor Weldon; Associate Professors Adell, Bettencourt, Trautmann; Assistant Professor Gant; Lecturers Bailey, Sandin

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, 330, 332, 440, 498; one course from 481 or 482; 3 additional hours at 300-400 level; 3 additional hours at the 400 level.
- II. Required courses outside the major—None.
- III. Other departmental requirements—Successful completion of SPAN 300 fulfills the oral competency requirement. Students will demonstrate major and computer competency in SPAN 498 through research plus oral and written presentations in Spanish on aspects of Hispanic cultures. A grade of C or better is required in SPAN 498 to graduate.

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 Liberal Arts Core 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 including SPAN 300, 310, 440; one course from 330 or 332; 3 hours at 300-400 level, and 3 hours at 400 level.

University-wide minimum requirements for a minor: 1) one-half of the hours required for a minor must be completed in residence at UNC Asheville, to include at least 6 hours at the 300-400 level; 2) students must have a cumulative grade-point-average of at least 2.0 on minor courses taken at UNC Asheville.

Courses in Spanish (SPAN)**110 Spanish I (4)**

An introduction to the study of Spanish language and culture through classroom instruction and web-based homework. The main focus of this course is on oral proficiency practice and exposure to Spanish speaking countries and cultures. Students will use classroom time and engage in web-based assignments to practice listening, speaking, reading, writing, and grammar skills. For beginners who have not previously studied Spanish. Students who completed two units of high school Spanish with grades of C or higher may not enroll in SPAN 110. Fall and Spring.

120 Spanish II (4)

A continuation of the introductory study of Spanish language and culture through classroom instruction and web-based homework. The main focus of this course is on oral proficiency practice and continued exposure to Spanish speaking countries and cultures. Students will use classroom time and engage in web-based assignments to practice listening, speaking, reading, writing, and grammar skills. This course fulfills the LAC Second Language requirement. Prerequisite: SPAN 110 or two units of high school Spanish. Fall and Spring.

130 Spanish for Advanced Beginners (4)

Designed for students who have had some experience studying or speaking Spanish but who need review and more extensive practice before continuing their studies at the intermediate level. Students enrolling in this course should know fundamental grammar points and be familiar with core vocabulary. The main focus of this course is on oral proficiency practice and exposure to Spanish speaking countries and cultures. Students will use classroom time and engage in online assignments to practice listening, speaking, writing, and grammar skills. This course fulfills the LAC Second Language requirement. Prerequisite: two units of high school Spanish with grades of C or higher. Students who have credit for SPAN 120 may not receive credit for this course. 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 Composition and Introduction to Literature (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.

345 Spanish for Business (3)

An introduction to commercial organizations and businesses in Spanish-speaking countries and communities. Topics include business correspondence, terminology and techniques in commercial transactions. Prerequisites: SPAN 300, 310. Every other 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. Prerequisite: SPAN 310. 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. Prerequisite: SPAN 310. Pre- or corequisite: SPAN 440. 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 310. 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. May be repeated as topics vary for a total of six hours credit. Prerequisite: SPAN 310. Pre- or corequisite: SPAN 440. Permission of department chair is required if repeating for credit. 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. May be repeated as topics vary for a total of six hours credit. Prerequisite: SPAN 310. Pre- or corequisite: SPAN 440. Permission of department chair is required if repeating for credit. 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 repeated as topics vary for a total of six hours credit. Prerequisite: SPAN 310. Pre- or corequisite: SPAN 440. Permission of department chair is required if repeating for credit. Every year.

498 Senior Seminar in Spanish (3)

A seminar consisting of a research project, written paper and oral presentation in Spanish on languages, literatures and cultures in the context of the Spanish-speaking world. Prerequisite: SPAN 300, 440, and senior standing. Fall and Spring.

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. Pre- or corequisite: SPAN 440. 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.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill major or minor requirements.

STATISTICS (STAT)

See Mathematics and Statistics

STUDY ABROAD (SABR)

UNC Asheville offers a variety of exchange opportunities with universities in England, France, Hong Kong, Japan, South Korea and Turkey. We are also a member of the UNC-Exchange Program (UNCEP) and the International Student Exchange Program (ISEP), which allow students to study at universities in over 50 countries. Faculty-led programs are offered during the summer and over winter and spring breaks. Locations vary, but past trips have been to countries such as England, Ireland, Italy, Bolivia, Honduras, Spain, Greece and Turkey. Students can also study through a wide variety of non-exchange programs that are affiliated with UNC Asheville. Contact the Office of Study Abroad for additional information on qualifying programs.

All UNC Asheville students with a minimum grade-point average of 2.50, and who are classified as at least sophomores, are eligible to participate in a study abroad program. Students must have completed at least one semester of enrollment, and earned a minimum of 12 hours at UNC Asheville prior to applying for study abroad.

Before participating in a study abroad program, students must complete a Permission to Study Abroad, available from the Office of Study Abroad. Permission must be obtained from the student's advisor and major department, the Department of Foreign Languages (if foreign language courses are to be taken), the Director of Study Abroad, and the Office of the Registrar. The 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 have an official transcript mailed directly to the UNC Asheville Office of Study Abroad. There is an administrative fee for all students participating in any 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.

000 Study Abroad (0-12)

Variable credit course used as a placeholder for students studying abroad in approved programs.

WOMEN, GENDER AND SEXUALITY STUDIES (WGSS)

Professor Horvitz (Director)

Participating Faculty: Bares, Rundquist (Art and Art History); Mills (Classics); Kloeppel (Drama); Weldon (Foreign Languages); Lanou (Health and Wellness); Hardy, Judson, Rizzo (History); Campbell (Humanities); Ettari, Horvitz, D. James, Jansen, Locklear, Min, Russell, Wray (Literature and Language); Manns (Management); Slatton (Mass Communication); Burchard, Maitra (Philosophy); D.J. Mullen (Political Science); Himelein, Laughon (Psychology); Zubko (Religious Studies); Bramlett, Ghidina, Hewitt, Kelley, Omer, Peterson, Wood (Sociology and Anthropology)

Women, Gender and Sexuality Studies is an interdisciplinary program offering core courses in the discipline as well as related electives from a variety of departments across campus. Courses investigate the role of culture, social institutions and policy on perspectives of women, gender and sexuality in psychological, biological, social, political, literary and humanistic terms. Consistent with feminist pedagogy, students are encouraged to apply their academic understanding to community action, through the internship course or various other opportunities for service learning and volunteerism.

Major in Women, Gender and Sexuality Studies

- I. Required courses in the major—12 hours: WGSS 100, 365, 400.
- II. Additional course requirements—at least 24 hours from WGSS 451 and the courses listed below, with at least three courses from the Humanities listing, and at least three courses chosen from the Natural Science/Social Science listing. Special topics courses or other courses with relevant content may be substituted with approval of the program director. 12 of the additional 24 hours must be at the 300 level or above.
- III. Other departmental requirements—Major, oral and computer competencies are demonstrated through completion of WGSS 400 with a grade of C or higher.

Declaration of Major in Women, Gender and Sexuality Studies

Declaring a major in Women, Gender and Sexuality 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 and have completed WGSS 100 with a grade of C or better.

Minor in Women, Gender and Sexuality Studies

Completion of at least 18 hours distributed as follows: WGSS 100, 365 or 451, 400; at least 6 additional hours from the courses below with 3-4 hours from the Humanities listing and 3-4 hours from the Natural Science / Social Science listing. Special topics or other courses may be substituted with the approval of the program director.

University-wide minimum requirements for a minor: 1) one-half of the hours required for a minor must be completed in residence at UNC Asheville, to include at least 6 hours at the 300-400 level; 2) students must have a cumulative grade-point-average of at least 2.0 on minor courses taken at UNC Asheville.

Humanities:

| | | |
|------|-----|---|
| CLAS | 350 | Women in Antiquity (3) |
| CLAS | 356 | Ancient Sexualities (3) |
| HIST | 301 | Women in US History: 1890s to the Present (3) |
| HIST | 306 | Southern Women’s History |
| HIST | 307 | Women in the Modern Civil Rights Movement |
| HIST | 357 | Women and Imperialism |
| HIST | 358 | European Feminisms (3) |

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| HIST | 383 | Women in China (3) |
| LIT | 346 | Readings in Gender and Sexuality (4) |
| LIT | 359 | Major Women Writers (4) |
| LIT | 364 | Postcolonial Literature (4) |
| LIT | 488 | Seminar in a Major Author: Toni Morrison (4) |
| LIT | 488 | Seminar in a Major Author: Virginia Woolf (4) |
| PHIL | 302 | Philosophy of Sex and Gender (4) |
| RELS | 330 | Religion and Gender (4) |
| RELS | 389 | Jewish Women and Religion (3) |

Natural Sciences / Social Sciences:

| | | |
|------|-----|---|
| ANTH | 339 | Intersections of Gender in the Americas (4) |
| ANTH | 350 | Body, Disability and Culture (4) |
| ANTH | 361 | Writing Gender (4) |
| ANTH | 420 | Difference and Inequality (4) |
| ECON | 330 | Women, Men and Work (3) |
| HWP | 154 | Women's Health (3) |
| HWP | 155 | Men's Health (3) |
| HWP | 253 | Health and Sexuality (3) |
| POLS | 348 | Women and Politics (4) |
| PSYC | 334 | Psychology of Women (4) |
| PSYC | 367 | Human Sexuality (3) |
| SOC | 280 | Sociology of Gender (4) |
| SOC | 359 | Women of Color and Feminism (4) |
| SOC | 390 | Queer Sociology (4) |
| SOC | 420 | Difference and Inequality (4) |

Courses in Women, Gender and Sexuality Studies (WGSS)

100 Introduction to Women, Gender and Sexuality Studies (4)

An interdisciplinary introduction to Women, Gender and Sexuality Studies examining methodology, perspectives and writings from humanities, social sciences and other related disciplines. Emphasis will be placed on honing information literacy, writing, presentation skills and community activism and service. Fall and Spring.

365 Feminist Theory (PHIL 365) (SOC 380) (4)

An investigation of selected feminist theories on a variety of topics and from a variety of disciplines and social locations, such as feminist epistemologies, feminist narrative theories, and political theories from feminists of color. Issues such as intersectionality of oppressions and the dynamics of power involved in maintaining oppressions, as well as resistance to oppressions. Fall.

400 Senior Seminar in Women, Gender and Sexuality Studies (4)

Advanced readings in Women, Gender and Sexuality Studies focusing on topics of current interest and debate. Readings will emphasize the interdisciplinary nature of Women, Gender and Sexuality Studies. Students will complete a service, scholarly or creative project culminating in a written paper and oral presentation. Emphasis will be placed on research skills and information literacy. Prerequisite: completion of 20 hours of WGSS related coursework. Spring.

451 Community Service Internship (3-6)

Students work for organizations that provide services related to women, gender and sexuality. May be repeated for a total of 6 hours credit. Prerequisites: WGSS 100 and permission of instructor. See program director.

499 Undergraduate Research in Women, Gender and Sexuality Studies (1-6)

Independent research under the supervision of a faculty member. 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 Women, Gender and Sexuality Studies (1-6)

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.

178, 378 Liberal Arts Colloquia (LA 178, 378) (3-4)

Courses offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course descriptions. May not be used to fulfill major or minor requirements.

WORLD LANGUAGES (WLNG)

The WLNG prefix will be used to designate courses in world languages not offered through other campus departments or programs.

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

Courses not otherwise included in the catalog listing but for which there may be a special need. May be repeated for credit as subject matter changes. See the chair of the Department of Foreign Languages.

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. UNC Asheville will award credit hours and grades. UNC Asheville students interested in cross-registering should contact the Registrar for approval and registration information.

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 multi-campus state university encompasses 16 such institutions, as well as the NC School of Science and Mathematics, the nation's first public residential high school for gifted students.

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.

The 1931 session of 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 in Raleigh), and Woman's College (now the University of North Carolina at Greensboro). The new multi-campus 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 bringing into the University of North Carolina the state's ten 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, the North Carolina School of the Arts (now the University of North Carolina School of the Arts), Pembroke State University (now the University of North Carolina at Pembroke), Western Carolina University, and Winston-Salem State University. In 1985, the NC School of Science and Mathematics was declared an affiliated school of the University, and in July 2007, the school became a constituent institution of the University of North Carolina. All the schools and universities welcome students of both sexes and all races.

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 UNC campuses 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 university 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 UNC School of the Arts has two additional *ex officio* members; and the NC School of Science and Mathematics has a 27-member board as required by law. Each board of trustees holds extensive powers over academic and other operations of its campus on delegation from the Board of Governors.

THE UNIVERSITY OF NORTH CAROLINA

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| Brad Blackburn | Asheville |
| Brion Bolton | Asheville |
| Pat Carver | Asheville |
| Leslie McCullough Casse | Asheville |
| Marilyn Foote-Hudson | Durham |
| Kerry Friedman | Asheville |
| Brian Gompers | Asheville |
| Jacqueline D. Grant | Asheville |
| Steven Green | Asheville |
| Bruce Greene | Asheville |
| Michael E. Greene | Asheville |
| Himanshu Karvir | Asheville |
| Laura McCue | Arden |
| Judy LeMee (OLLI Representative) | Asheville |
| Shon Norris | Asheville |
| Thomas Oreck | Asheville |
| Lisa Peteet (Family Business Forum Representative) | Asheville |
| William Sederburg | Biltmore Lake |
| Wilma Sherrill (Bulldog Athletic Association Representative) | Asheville |
| Kevin Watson | Asheville |
| Mitchell Watson | Asheville |
| James Whalen (Student Government Association Representative) | Charlotte |
| John Wirtz | Arden |
| Ann Young | Asheville |
| David Young | Asheville |

Ex Officio:

- Elizabeth Bagwell, Vice Chancellor for University Advancement (Executive Director)
- John G. Pierce, Vice Chancellor for Finance and Campus Operations (Treasurer)
- Mark Sidelnick, Faculty Representative
- Robert Tynes, Faculty Representative
- Jennifer R. Ward, Faculty Representative

NATIONAL ALUMNI COUNCIL

| | |
|----------------------------------|------------------|
| Tiffany D. Armstrong '99 (Chair) | Garner |
| Benjamin S. Alexander, '10 | Asheville |
| Holly S. Bunting, '00 | Arlington, VA |
| T. Kinneil Coltman, '00 | Greenville, S.C. |
| Richard M. Davis, '93 | Asheville |
| Cerise L. Glenn '99 | Greensboro |
| Michael A. Grace, '74 | Winston-Salem |
| L. Kathrine Green, '99 | Asheville |
| John W. Gribble, '97 | Kernersville |
| Barbara L. Groome, '82 | Asheville |
| Harry C. Johnson, '08 | Raleigh |
| Carol L. King, '89 | Asheville |
| Michael S. Matthews, '99 | Raleigh |
| Robert A. McDaniel, '74 | Conyers, GA |
| John D. Noor, '07 | Charlotte |
| Michael S. Roach, '03 | Wake Forest |
| Katherine A. Rozycki, '07 | Charlotte |
| Kelli R. Sprague, '91 | Charlotte |
| Myra S. Sims, '81 | Abingdon, VA |
| C. Thomas Steele, '84 | Burlington |

NATIONAL PARENTS COUNCIL

| | |
|---------------------------------------|----------------|
| Vincent and Michelle Grassia (Chairs) | Colts Neck, NJ |
| Jeff and Cynthia Alleman | Asheville |
| Kennon and Kim Briggs | Raleigh |
| Elizabeth Brown | Asheville |
| Tali and Van Denton | Raleigh |
| Karen Dortschy | Huntersville |
| Franklin and Lynn Freeman | Chapel Hill |
| George and Karolyn Hudson | Charlotte |
| Randy and Susie Jameson | Asheville |
| Hans and Dawn Larsen | Asheville |
| John Splain and Mary Kent | Denver |

Ex-Officio:

William K. Haggard, Vice Chancellor for Student Affairs

Elizabeth Bagwell, Vice Chancellor for University Advancement

Pat Odnakk, Executive Administrative Assistant

ADMINISTRATION

OFFICE OF THE CHANCELLOR

| | |
|--|--|
| Mary K. Grant | <i>Chancellor-Elect*</i> |
| B.A., Massachusetts College of Liberal Arts; M.S., University of Massachusetts; Ph.D., Brandeis University | |
| Jeffrey J. Brown | <i>Chief Information Officer</i> |
| B.A., University of South Florida | |
| Greg Carter | <i>Associate Vice Chancellor for External Relations</i> |
| B.A., Bradley University; M.A., Miami University; M.B.A., Southern Methodist University | |
| Catherine Ann Frank | <i>Executive Director of the Osher Lifelong Learning Institute</i> |
| B.A., M.A., Ph.D., University of North Carolina at Chapel Hill | |
| Paul David Gardner | <i>Executive Director of the N.C. Center for Health and Wellness</i> |
| B.S., M.A., Appalachian State University, D.A., Middle Tennessee State University | |
| Deborah Griffith | <i>Associate Vice Chancellor for Communication and Marketing</i> |
| B.A., Wake Forest University | |
| Nicole Norian | <i>Director of Human Resources / Affirmative Action Officer</i> |
| A.A., Grand View College; B.S., Iowa State University; M.S., Drake University | |
| Heather Parlier | <i>General Counsel</i> |
| B.A., University of North Carolina at Chapel Hill; J.D., City University of New York School of Law | |
| Christine Riley | <i>Chief of Staff</i> |
| B.A., Averett College; M.A., Antioch New England Graduate School | |
| William M. Spellman | <i>Executive Director of COPLAC</i> |
| B.S., Suffolk University; Ph.D., Syracuse University | |
| Monique Taylor | <i>Director of Internal Audit</i> |
| B.A., University of District of Columbia; M.Ed., Howard University; M.A., Florida Atlantic University | |

*Dr. Grant assumes the role of Chancellor on January 5, 2015. Dr. Douglas Orr will serve as interim Chancellor September 1, 2014 through January 4, 2015.

UNIVERSITY ADVANCEMENT

| | |
|---|---|
| Elizabeth R. Bagwell | <i>Vice Chancellor for University Advancement</i> |
| B.S.W., East Tennessee State University; M.S., Western Carolina University | |
| Sallie Broach | <i>Leadership Gifts Officer</i> |
| B.A., Queens University; M.A., Western Carolina University | |
| James C. Carter | <i>Senior Annual Gifts Officer</i> |
| B.A., University of North Carolina at Asheville | |
| Cynthia Clarke | <i>Executive Director of the UNC Asheville Family Business Forum</i> |
| B.A., University of North Carolina at Charlotte | |
| Brian P. Davis | <i>Director of University Events</i> |
| B.A., University of North Carolina at Asheville | |
| Julie C. Heinith | <i>Assistant Vice Chancellor for Planned Giving and Major Gifts</i> |
| B.S., Southwestern University; M.Ed., Vanderbilt University | |
| Laura Herndon | <i>Associate Vice Chancellor for Alumni Relations and Annual Giving</i> |
| B.A., Wake Forest University; J.D., Samford University | |
| John Liposchak | <i>Director of Advancement Services</i> |
| B.A., Wofford College | |
| Pete McDaniel | <i>Interim Director of Alumni Relations</i> |
| B.A., University of North Carolina at Asheville | |
| Caroline Noor | <i>Gifts Officer for Special Projects</i> |
| B.A., Appalachian State University; M.P.A., University of North Carolina at Chapel Hill | |
| Phyllis Stiles | <i>Director of Foundation Relations</i> |
| B.A., Mars Hill College; M.S., Western Carolina University | |
| Sophia Ungert | <i>Major Gifts Officer</i> |
| B.A., Tufts University | |

ACADEMIC AFFAIRS

- Joseph Uργο** *Provost and Vice Chancellor for Academic Affairs*
B.A., Haverford College; M.A.L.S., Wesleyan University; M.A., Ph.D., Brown University
- Gwen McNeill Ashburn** *Dean of Humanities*
A.B., Queens College; Ph.D., University of North Carolina at Chapel Hill
- C. Patrick Bahls** *Director of the Honors Program*
B.S., University of Denver; M.S., Vanderbilt University; Ph.D., Vanderbilt University
- Holly Beveridge** *Director of Cultural Events and Special Academic Programs*
B.A., University of North Carolina at Asheville
- Annie Burton** *Executive Director for School and Community Engagement*
B.A., Harvard University
- Patricia E. Catterfeld** *Director of Academic Budgeting*
A.A.S., Tompkins Cortland Community College; B.A., University of Michigan; M.S., State University of New York College at Cortland
- Richard Steven Chess** *Director of the Center for Jewish Studies*
B.A., Glassboro State College; M.A., Ph.D., University of Florida
- Joyce Hubbard Davis** *Director of the Teaching Fellows Program*
B.A., University of North Carolina at Chapel Hill; M.Ed., University of North Carolina Charlotte; Ed.D., University of North Carolina Greensboro
- Leah M. Dunn** *University Librarian*
B.A., M.S., University of North Carolina at Chapel Hill
- Jessica Dunsmore** *Director of Institutional Effectiveness*
B.A., Tennessee Wesleyan College; Ph.D., University of Tennessee at Knoxville
- James Fox** *Director of the National Environmental Modeling and Analysis Center*
B.S., University of Missouri; M.I.T., American Intercontinental University
- Shannon Earle** *Senior Director of Admissions and Financial Aid*
B.S., Tennessee Wesleyan College
- Lisa Friedenberg** *Director of Academic Assessment*
B.A., University of Rochester; M.A., Ph.D., Michigan State University
- Archer R. Gravely** *Director of Institutional Research*
B.S., Ed.D., Virginia Polytechnic Institute and State University; M.Ed., North Carolina State University
- Mark Lee Harvey** *Director of the Undergraduate Research Program*
B.A., University of Iowa; M.S., Ph.D., Colorado State University
- Tommy Hays** *Director of the Great Smokies Writing Program*
B.A., Furman University; M.F.A., Warren Wilson College
- Melissa Jayne Himelein** *Director of the Center for Teaching and Learning*
A.B., Brown University; M.A., Ph.D., University of Kentucky
- Edward Joseph Katz** *Associate Provost and Dean of University Programs*
B.A., University of Washington; B.S., Michigan State University; M.A., Ph.D., University of Rochester
- Joshua Kaufman** *Assistant Director of Disabilities and Learning Support*
B.A., Western State College of Colorado; M.S., Radford University
- Peter W. Kendrick** *Director of the Parsons Mathematics Lab*
B.S., M.A., State University of New York at Stony Brook
- Jeffrey Michael Konz** *Dean of Social Sciences*
B.A., Iowa State University; M.A., University of Kentucky; Ph.D., University of North Carolina at Chapel Hill
- Keith Eric Krumpe** *Dean of Natural Sciences*
B.S., Allegheny College; Ph.D., Emory University
- Patricia P. McClellan** *Assistant Provost for Academic Administration*
B.A., Randolph-Macon Woman's College; M.A.Ed., Western Carolina University

| | |
|--|---|
| Deborah Miles | <i>Director of Equity, Diversity and Inclusion</i> |
| B.A., Hendrix College | |
| Marlane K. Mowitz | <i>Director of Center for Career Development</i> |
| B.S., University of Nebraska; M.A., Ph.D., University of Northern Colorado | |
| Bonnie Parker | <i>Director of Study Abroad Programs</i> |
| B.A., University of North Carolina at Chapel Hill; M.A., School for International Training | |
| Debbie Race | <i>Registrar</i> |
| B.S., University of North Carolina at Asheville; M.B.A., Western Carolina University | |
| Alicia H. Shope | <i>Associate Registrar</i> |
| B.S., North Carolina State University | |
| Deaver Traywick, Jr. | <i>Director of University Writing Center and Tutoring</i> |
| B.A., Davidson College; M.F.A., University of South Carolina | |
| Gerard Voos | <i>Director of Graduate Studies,</i> |
| | <i>Continuing Education, and Sponsored Programs</i> |
| B.S., University Kentucky; M.S., Colorado State; Ph.D., University of Rhode Island | |
| Nancy C. Williams | <i>Coordinator of Professional Education Programs</i> |
| B.A., Mars Hill College; M.Ed., Western Carolina University | |

STUDENT AFFAIRS

| | |
|--|--|
| William K. Haggard | <i>Vice Chancellor for Student Affairs</i> |
| B.M.E., Florida State University; M.A., University of South Florida; Ed.D., Florida State University | |
| Vollie R. Barnwell | <i>Director of Housing and Student Life Operations</i> |
| B.S., Mars Hill College | |
| Eric S. Boyce | <i>Assistant Vice Chancellor for Public Safety</i> |
| B. A., Winston-Salem State University; M.P.A., Appalachian State University | |
| Jay Cutspec | <i>Director of Student Health and Counseling</i> |
| B.A., University of Buffalo; M.S., Duke University | |
| Melanie R. Fox | <i>Director of Residential Education</i> |
| B.A., University of North Carolina at Asheville; M.A., Western Carolina University | |
| Stephanie Franklin | <i>Director of Transition and Parent Programs</i> |
| B.A., University of North Carolina at Chapel Hill; M.Ed., Western Carolina University | |
| Dahlia Hylton | <i>Director of the Intercultural Center and Multicultural Student Programs</i> |
| B.S., M.Ed., Ph.D., Auburn University | |
| Lisé Kloeppel | <i>Director of the Key Center for Community Citizenship and Service Learning</i> |
| B.S., Missouri State University; M.F.A., Arizona State University | |
| Jacquelyn Carr McHargue | <i>Dean of Students</i> |
| B.S.W., Florida State University; M.Ed., Clemson University | |
| Jill N. Moffitt | <i>Associate Vice Chancellor for Student Affairs</i> |
| B.S., New Mexico State University; M.S., Ball State University; Ed.D., University of Vermont | |
| Debra Schwartz | <i>Director of Campus Recreation</i> |
| B.S., Old Dominion University; M.A., University of Maryland | |
| Robert Straub | <i>Director of International Student Services</i> |
| B.A., University of North Carolina at Asheville; M.A., Kent State University | |
| David Weldon | <i>Director of Emergency Management</i> |
| B.S., Western Carolina University | |
| Nancy A. Yeager | <i>Associate Vice Chancellor for Student Affairs Administration</i> |
| B.S., Bucknell University; M.B.A., University of Pennsylvania | |

FINANCE AND OPERATIONS

| | |
|----------------------------------|---|
| John G. Pierce | <i>Vice Chancellor for Finance and Operations</i> |
| B.S., Wake Forest University | |
| Suzanne W. Bryson | <i>Associate Vice Chancellor for Finance</i> |
| B.B.A., James Madison University | |

| | |
|--|---|
| Joy Flora | <i>Business Officer</i> |
| B.S., Valparaiso University; M.S., Northern Illinois University; M.S., Western Carolina University | |
| Clayton Fogg, Jr. | <i>Director of Budget</i> |
| B.S., University of South Alabama | |
| Joel Knisley | <i>Senior Buyer</i> |
| B.S., Mars Hill College | |
| Sonia Marcus | <i>Director of Sustainability</i> |
| B.A., Stanford University; M.A., Ohio University | |
| Brenda L. McKinney | <i>Director of Business Services</i> |
| A.A.S., Asheville-Buncombe Technical College, B.S., Mars Hill College | |
| Karen Shaw | <i>Controller</i> |
| B.S., University of North Carolina at Asheville | |
| David F. Todd | <i>Director of Facilities Management and Planning</i> |
| B.S., North Carolina State University | |

ATHLETICS AND UNIVERSITY ENTERPRISES

| | |
|---|---|
| Janet R. Cone | <i>Senior Administrator for University Enterprises and Director of Athletics</i> |
| B.A., Furman University; I.M.A., University of South Carolina | |
| Omar Ahmad | <i>Director of Sport Performance</i> |
| B.S., University of North Carolina Asheville; M.A., University of North Carolina Pembroke | |
| Betsy Blose | <i>Special Assistant to the Director of Athletics / Annual Alumni Gifts Officer</i> |
| B.S., M.S., James Madison University | |
| Judith Bohan | <i>Budget Officer</i> |
| B.A., Agnes Scott College | |
| Terri D. Brne | <i>Associate Athletic Director for Athletic Operations</i> |
| B.S., Illinois State University, M Ed. Tarleton State University | |
| Brady Buresh | <i>Facilities Manager</i> |
| B.A., Simpson College; M.S., Western Illinois University | |
| Michelle Demko | <i>Head Coach, Women's Soccer</i> |
| B.S., University of Maryland | |
| Scott Friedholm | <i>Head Coach, Baseball</i> |
| B.A., Providence College | |
| Mike Gore | <i>Associate Athletic Director for External Affairs</i> |
| B.S., Appalachian State University | |
| Lise Gregory | <i>Head Coach, Women's Tennis</i> |
| B.S., University of Miami | |
| Tom Hand | <i>Head Coach, Men's Tennis</i> |
| B.S., Louisiana State University | |
| Rebecca Nelms Keil | <i>Director of Student Athlete Services</i> |
| B.A., University of North Carolina at Chapel Hill; M.Ed., Western Carolina University | |
| Matt Kern | <i>Head Coach, Men's Soccer</i> |
| B.A., Hartwick College | |
| Brenda Mock Kirkpatrick | <i>Head Coach, Women's Basketball</i> |
| B.A., M.A., Wake Forest University | |
| Elizabeth Lykins | <i>Head Coach, Women's Swimming</i> |
| B.S., College of Charleston, M.S., Georgia Southern University | |
| Nicholas McDevitt | <i>Head Coach, Men's Basketball</i> |
| B.A., University of North Carolina Asheville | |
| Jesse Norman | <i>Head Coach, Men's and Women's Track and Cross Country</i> |
| B.S., Western Carolina University; M.A.Ed, Western Carolina University | |
| Matt Pellegrin | <i>Director of Athletics Media Communications</i> |
| B.S., Mississippi State University | |
| Frederico Santos | <i>Head Coach, Women's Volleyball</i> |
| B.A., University of North Carolina at Asheville | |

| | |
|--|--|
| Erin Spence | <i>Director of Marketing, Promotions, and Fan Engagement</i> |
| B.S., Indiana University; M.Ed., University of Arkansas | |
| Harmon Turner | <i>Director of Ticket Sales and Fan Engagement Assistant</i> |
| B.S., Clemson University | |
| Tim White | <i>Director of Sports Medicine</i> |
| B.S., Cumberland University; M.S., Middle Tennessee State University | |
| Jeffrey D. Wilcox | <i>Faculty Athletic Representative</i> |
| B.S., Hope College; M.S., Ph.D., University of Wisconsin, Madison | |

2014-2015 FACULTY

- Lee. M. Adcock, III** (2012)..... *Assistant Professor of Education*
B.A., The University of Florida; M.Ed., Armstrong Atlantic University; Ph.D., University of North Carolina at Chapel Hill
- Elena Adell** (2006)..... *Associate 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)..... *Associate 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)..... *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
- C. Patrick Bahls** (2005)..... *Associate Professor of Mathematics*
B.S., University of Denver; M.S., Ph.D., Vanderbilt University
- Ellen R. Bailey** (2005)..... *Lecturer in French and Spanish*
B.S., Wake Forest University; M.A., University of Delaware
- Eva Hericks Bares** (2011)..... *Lecturer in Art*
B.A., Otto-Friedrich Universität; M.A., University of Miami; M.A., State University of New York at Stony Brook
- William K. Bares** (2011)..... *Assistant Professor of Music*
B.A., Amherst College; M.M., University of Miami; Ph.D., Harvard University
- Ameena Batada** (2011)..... *Assistant Professor of Health and Wellness*
B.A., M.P.H., University of North Carolina at Chapel Hill; D.P.H., Johns Hopkins University
- Judith Ann Beck** (1999)..... *Lecturer in Physics*
B.A., Williams College; M.S., University of North Carolina at Chapel Hill
- Rudranath Beharrysingh** (2014)..... *Lecturer in Mathematics*
B.S., McGill University; M.S., Western Carolina University
- Tamie T. Beldue** (2008)..... *Associate Professor of Art*
B.F.A., Columbus College of Art & Design; M.F.A., University of Cincinnati
- 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)..... *Associate Professor of Drama*
A.A., Colby College; B.A., Emporia State University; M.A., Bowling Green State University; M.F.A., Michigan State University
- Kenneth A. Betsalel** (1990)..... *Professor of Political Science*
B.A., M.A., Brandeis University; Ph.D., University of California at Berkeley
- Michelle L. Bettencourt** (2004)..... *Associate Professor of Spanish*
B.A., San Diego State University; M.A., Monterey Institute of International Studies; Ph.D., University of North Carolina at Greensboro
- Agya Boakye-Boaten** (2010)..... *Assistant Professor of Africana Studies*
B.A., University of Ghana-Legon; M.A., Ph.D., Ohio University
- Laura Bond** (1998)..... *Professor of Drama*
B.F.A., Kutztown University; M.F.A., Syracuse University
- Randy Alan Booker** (1986)..... *Professor of Physics*
B.A., Rice University; M.A., Ph.D., Duke University
- Christine E. Boone** (2014)..... *Assistant Professor of Music*
B.M., Indiana University; M.M., University of Texas; Ph.D., University of Texas

- Brandon C. Bouchillon** (2014)..... *Visiting Assistant Professor of Mass Communication*
B.S., Middle Tennessee State University; M.A., East Tennessee State University; Ph.D., Texas Tech University
- Gregory Boudreaux** (2001) *Associate Professor of Mathematics*
B.S., Loyola University; M.S., University of Southwestern Louisiana; Ph.D., University of Louisiana at Lafayette
- Robert Bowen** (1993) *Professor of Drama*
B. A., University of Southern Colorado; M.F.A., University of Texas at Austin
- Kirk Boyle** (2011) *Lecturer in Literature and Language*
B.A., Indiana University; M.A., Ph.D., University of Cincinnati
- 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
- Kim Trask Brown** (2005)..... *Associate Professor of Education*
B.A., University of North Carolina at 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
- Rebecca F. Bruce** (1996) *Professor of Computer Science*
B.S., University of Texas at El Paso; M.S., Stanford University; M.S., Ph.D., New Mexico State University
- Adam N. Bryant** (2014)..... *Lecturer in New Media*
B.A., University of North Carolina at Asheville; M.F.A., Savannah College of Art and Design
- Melissa Burchard** (1997) *Professor of Philosophy*
B.A., M.A., San Jose State University; Ph.D., University of Minnesota
- Deena Burris** (2014) *Associate Professor of Management*
B.A., University of North Carolina at Charlotte; M.A., University of Denver; Ph.D., University of Southern Mississippi
- C. Jacob Butera** (2012) *Assistant Professor of Classics*
B.A., Miami University of Ohio; Ph.D., Duke University
- Brian Edgar Butler** (2000)..... *Professor of Philosophy*
..... *Thomas Howerton Distinguished Professor of Humanities*
B.F.A., Otis College of Art and Design; M.F.A., M.A., Ph.D., Claremont University; J.D., University of Chicago
- Marietta E. Cameron** (2011) *Associate Professor of Computer Science*
B.S., Birmingham-Southern College; M.S., Ph.D., University of Alabama at Birmingham
- Grace Gordon 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)..... *Associate 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*
B.A., Glassboro State College; M.A., Ph.D., University of Florida
- Evelyn S. Chiang** (2007) *Associate Professor of Psychology*
B.A., New College; M.A.E., 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

- Susan Clark Muntean** (2014) *Assistant Professor of Management*
B.S., Pepperdine University; M.B.A., University of Oregon; Ph.D., University of California
- Curtis A. Cloninger** (2003) *Assistant Professor in New Media*
B.A., The University of the South; M.F.A., Maine College of Art
- Dennis P. Cole** (2013) *Lecturer in Management*
B.A., Liverpool University; M.B.A., Boston College; Ph.D., Virginia Polytechnic 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
- Linda Cornett** (1997) *Professor of Political Science*
B.A., Transylvania University; M.A., Ph.D., University of Washington
- Jerad Crave** (2012) *Lecturer in Education*
B.S., Cornell University; M.Ed., Harvard University
- Regine Criser** (2013) *Visiting Assistant Professor of German*
M.A., University of Kansas; Ph.D., University of Illinois at Urbana–Champaign
- Duane H. Davis** (1998) *Professor of Philosophy*
B.A., Purdue University; M.A., Ph.D., Pennsylvania State University
- Joyce Hubbard Davis** (2011) *Lecturer in Education*
..... *Director of the Teaching Fellows Program*
B.A., University of North Carolina at Chapel Hill; M.Ed., University of North Carolina Charlotte; Ed.D., University of North Carolina Greensboro
- 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*
B.A., Vanderbilt University; M.A., Peabody College; M.F.A., University of Tennessee at Knoxville
- Donald Lee Diefenbach** (1995) *Professor of Mass Communication*
B.A., Pennsylvania State University; M.S., Ph.D., Syracuse University
- Sonya R. DiPalma** (2009) *Assistant Professor of Mass Communication*
B.A., Fairmont State College; M.S., West Virginia University; Ph.D., Pennsylvania State University
- Lothar Albrecht Dohse** (1985) *Professor of Mathematics*
B.S., University of New Orleans; M.S., Ph.D., North Carolina State University
- Alvis Dunn** (2013) *Visiting Assistant Professor of History*
B.A., M.A., University of North Carolina at Chapel Hill; M.A., Appalachian State University; Ph.D., Guilford College
- Ann Dunn** (2005) *Lecturer in Humanities*
B.A., Indiana University; M.L.A., University of North Carolina at Asheville
- Robert Dunning** (1988) *Professor of Art*
B.F.A., East Carolina University; M.F.A., Indiana University
- Jessica Dunsmore** (2011) *Lecturer in Psychology*
B.A., Tennessee Wesleyan College; Ph.D., University of Tennessee at Knoxville
- James F. Eason** (2013) *Lecturer in Accounting*
A.A., University of South Carolina, Coastal Carolina; B.S., Baptist College of Charleston; M.A., Appalachian State University
- Dolores Marie Eggers** (1999) *Associate Professor of Environmental Studies*
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- Brian M. Felix** (2011).....*Assistant Professor of Music*
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- Lisa Friedenberg** (1977)*Professor of Psychology*
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- Peter F. Furlong** (2013)..... *Visiting Assistant Professor in Philosophy*
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- Kathleen C. Garbe** (2005).....*Associate Professor of Health and Wellness*
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- Erica Abrams Locklear** (2008)..... *Associate Professor of Literature and Language*
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- Jackson Martin** (2013) *Assistant Professor of Art*
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- Leah Greden Mathews** (1998) *Professor of Economics*
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- Jeanne Marie McGlenn** (1988) *Professor of Education*
B.A., Clarke College; M.A., Ph.D., University of Kansas
- Charles M. McKnight** (1995) *Associate Professor of Music*
B.M., Stetson University; M.M., Yale University; Ph.D., Cornell University
- Brittani McNamee** (2013) *Assistant Professor of Environmental Studies*
B.S., University of Idaho; Ph.D., New Mexico State University
- Seamus Patrick McNerney** (2000) *Lecturer in Humanities*
B.A., University of Colorado; M.L.A., St. John's College
- Thomas E. Meigs** (2003) *Associate Professor of Biology*
B.S., Western Carolina University; Ph.D., Stanford University
- Douglas K. Miller** (2004) *Professor of Atmospheric Sciences*
B.S., Ph.D., Purdue University; M.S., University of Washington
- Sophie Jane Victoria Mills** (1994) *Professor of Classics*
..... *NEH Distinguished Professor in the Humanities*
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- Katherine K. H. Min** (2007) *Associate Professor of Literature and Language*
B.A., Amherst College; M.S., Columbia University
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- Merritt Wayne Moseley Jr.** (1978) *Professor of Literature and Language*
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- Dolly Jenkins Mullen** (1989) *Associate Professor of Political Science and Africana Studies*
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- Christopher W. Nicolay** (2001) *Associate Professor of Biology*
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- Christopher C. Oakley** (2011) *Assistant Professor of New Media*
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- Steven Curtis Patch** (1984) *Professor of Mathematics*
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- David Eugene Peifer** (1994)..... *Professor of Mathematics*
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- Daniel Smith Pierce** (1999)..... *Professor of History*
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- Cathy Renee Pons** (1995)..... *Professor of French*
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- Elizabeth Porter** (2013)..... *Lecturer in Economics*
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B.S., Greensboro College; M.A.Ed., Western Carolina University; Ed.D., University of North Carolina at Chapel Hill
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- Barbara Christian Reynolds** (2000)..... *Professor of Environmental Studies*
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- Tracey Kathlene Rizzo** (1995)..... *Professor of History*
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- Reed A. Roig** (2009) *Assistant Professor of Accounting*
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- Aubrianne Rote** (2013) *Assistant Professor of Health and Wellness*
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- Igor Roussanoff** (2012) *Lecturer in Drama*
M.F.A., Kiev State Art Institute
- Eric S. Roubinek** (2013)..... *Lecturer in History*
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- Tiece M. Ruffin** (2010)..... *Assistant Professor of Education*
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- Michael Joseph Ruiz** (1978) *Professor of Physics*
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- Leisa A. Rundquist** (2007)..... *Associate Professor of Art*
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- Nancy M. Bell Ruppert** (2002) *Associate Professor of Education*
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- Lorena Love Russell** (2002)..... *Associate Professor of Literature and Language*
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- Pedro A. Sandin** (2008)..... *Lecturer in Spanish*
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- Jason M. Schmeltzer** (2005) *Lecturer in Chemistry*
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- Constance A. Schrader** (1997)..... *Lecturer in Health and Fitness*
B.A., Cornell University; M.A., Mills College
- Sarah C. Seaton** (2014)..... *Assistant Professor of Biology*
B.S., High Point University; Ph.D., University of Georgia
- Charles Sheaffer** (2013)..... *Visiting Assistant Professor of Computer Science*
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- Anne E. Slatton** (2004)..... *Lecturer in Mass Communication*
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- William Mark Spellman** (1988)..... *Professor of History*
B.S., Suffolk University; Ph.D., Syracuse University
- David Arthur Steele** (1990)..... *Associate Professor of Mathematics*
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- Michael T. Stratton** (2010)..... *Associate Professor of Management*
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- Wiebke Strehl** (2012)..... *Associate Professor of German*
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- Surain Subramaniam** (2001)..... *Associate Professor of International and Asian Studies*
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- Dorothy Randall Sulock** (1976)..... *Lecturer in Mathematics*
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- Joseph Michael Sulock Jr.** (1975)..... *Professor of Economics*
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- Robert C. Tatum** (2004)..... *Associate Professor of Economics*
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- Laurel Lynn Taylor** (2010)..... *Lecturer in Art and Classics*
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- Samer Troubousi** (2005)..... *Associate Professor of History*
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- Gretchen Lee Trautmann** (1999)..... *Associate Professor of Spanish*
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- Robert D. Tynes** (1987)..... *Professor of Art*
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- Jennifer Rhode Ward** (2007)..... *Associate Professor of Biology*
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- Leo Allan Bares** *Professor Emeritus of Chemistry*
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Institute and State University
- John Christian Bernhardt Jr.** *Lecturer in Biology*
B.S., Davidson College; M.A., Duke University
- Robert Neal Bland** *Associate Professor of Library Science*
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at Chapel Hill
- 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*
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- Janet W. Bowman** *Clinical Associate Professor of Education*
B.S., M.S., Tuskegee University; Ph.D., University of California, Berkeley
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- Edward Allen Brotak** *Professor of Atmospheric Sciences*
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Ph.D., University of Michigan

- Margaret Josephine Downes** *Professor Emeritus of Literature and Language*
B.A., LeMoyne College; M.A., Southern Illinois University; Ph.D., Florida State University
- James A. Driggers Jr** *Lecturer in Literature and Language*
B.A., University of Georgia; M.F.A., University of North Carolina at Greensboro
- Dorothy Dvorsky-Rohner** *Associate Professor of Classics*
B.F.A., M.A., Ph.D., University of Colorado
- Bahram Farzanegan** *Professor of Political Science*
B.A., Lafayette College; M.A., University of Pennsylvania; Ph.D., American University
- John Michael Gillum** *Professor of Literature and Language*
B.A., Stetson University; M.A., Ph.D., University of Wisconsin at Madison
- 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
- 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
- Cynthia Olson Ho** *Professor Emeritus of Literature and Language*
B.A., Vanderbilt University; M.Ed., Northeastern Oklahoma State University; M.A., University of Arkansas; Ph.D., University of Maryland
- Normha G. Holton** *Lecturer in Spanish*
B.A., (equivalent), M.A. (equivalent), Universidad Pedagógica Nacional, Bogotá, Colombia;
M.A. (equivalent), Instituto Caro y Cuervo, Bogotá, Colombia
- Brenda Buchanan Hopper** *Lecturer in Education*
B.S., M.A., Western Carolina University
- Eric Vincent Iovacchini** *Vice Chancellor Emeritus for Student Affairs*
B.A., Gettysburg College; J.D., University of Nebraska; Ph.D., University of Wyoming
- David Clifford Kay** *Professor of Mathematics*
B.S., Otterbein College; M.S., University of Pittsburgh; Ph.D., Michigan State University
- Gregg Alan Kormanik** *Professor Emeritus of Biology*
A.B., Hiram College; Ph.D., University of Miami
- Mary Anna LaFratta** *Assistant Professor of Multimedia Arts and Sciences*
B.F.A., M.F.A., Virginia Commonwealth University
- 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
- Donald Daniel Lisnerski** *Professor Emeritus of Management*
B.S., State University of New York at Buffalo; M.S.P.H., Ph.D., University of North Carolina at Chapel Hill
- Sandra Cheshire Malicote** *Professor of French*
B.A., Butler University; M.A., Ph.D., Indiana University
- Ronald J. Manheimer** *Research Associate Professor of Philosophy*
Ph.B., Wayne State University; Ph.D., University of California, Santa Cruz
- Martha Seitz Marshall** *Associate Professor Emeritus of Accountancy*
B.S., Henderson State University; M.B.A., University of Arkansas
- Ellie Elizabeth Marsh** *Associate University Librarian for Public Services*
..... *Assistant Professor of Library Research*
B.A., Baylor University; M.S., University of Arkansas; M.L.S., Emporia State University
- Charles M. Massey** *Lecturer in Computer Science*
B.A., University of South Florida; M.S., Florida State University

- Sarah Lasher Mayes** *Lecturer in Accounting*
B.A., B.S., M.B.A., Western Carolina 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
- James Edward McGlenn** *Professor Emeritus of Education*
B.A., M.A., Ed.D., University of Kansas
- Claudel Brooks McKenzie** *Professor Emeritus of Accounting*
B.S., Mars Hill College; M.B.A., Western Carolina University
- David Charles Miller** *Lecturer in Computer Science*
B.A., Ripon College; M.S., Ph.D., Washington University
- Gary Lee Miller** *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.** *Professor Emeritus of Environmental Studies*
B.S., M.S., Virginia Polytechnic Institute and State University; Ph.D., University of Georgia
- Daniel William Millspaugh** *Professor Emeritus of Art*
B.F.A., M.F.A., University of Miami
- Catherine Casto Mitchell** *Professor of Mass Communication*
B.A., Florida State University; M.A., Stanford University; Ph.D., University of Tennessee at Knoxville
- Gary Bernard Nallan** *Associate Professor of Psychology*
B.A., New York University; M.A., Ph.D., University of Kentucky
- Linda Lewis Nelms** *Professor of Management*
B.A., University of North Carolina at Asheville; M.B.A., University of North Carolina at Chapel Hill
- Pamela Jean Nickless** *Professor of Economics*
B.S., Indiana State University; M.S., Ph.D., Purdue University
- Peggy Baldwin Parris** *Associate Professor Emeritus of Literature and Language*
B.F.A., University of Nebraska; M.A., D.A., Drake University
- James Depew Perry** *Professor Emeritus of Biology*
B.A., East Tennessee State University; M.S., University of Georgia; Ph.D., Duke University
- James Walker Petranks** *Professor Emeritus of Biology*
B.S., Auburn University; M.S., Oklahoma State University; Ph.D., University of Kentucky
- James P. Pitts** *Professor of Sociology*
B.A., M.A., Ph.D., Northwestern 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** *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
- William Alan Sabo** *Professor of Political Science*
B.A., Purdue University; M.A., Ph.D., University of North Carolina at Chapel Hill

- Samuel Schuman**..... *Former Chancellor and Professor of Literature and Language*
B.A., Grinnell College; M.A., San Francisco State University; Ph.D., Northwestern University
- 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
- Patricia Lynn Snoyer**..... *Professor of Drama*
B.A., Florida State University; M.F.A., Arizona State University
- Samuel Dexter Squibb**..... *Professor Emeritus of Chemistry*
B.S., East Tennessee State University; Ph.D., University of Florida
- Henry Raymond Stern**..... *Professor of German*
A.B., St. Peter's College; M.A., Ph.D., Northwestern University
- John Gehret Stevens**..... *Professor of Chemistry*
B.S., Ph.D., North Carolina State University
- Michael David Stuart**..... *Professor Emeritus of Biology*
B.A., M.S., Northeast Louisiana University; Ph.D., North Carolina State University
- 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
- Walter Lynn Turner**..... *Lecturer in Computer Science*
B.S., M.B.A., M.S., Kansas State University
- Ted J. Uldricks**..... *Professor Emeritus of History*
A.B., University of California at Berkeley; M.A., Ph.D., Indiana University
- 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
- Ann Lenore Weber**..... *Professor of Psychology*
B.A., Catholic University of America; M.A., Ph.D., Johns Hopkins University (1978)
- Arnold K. Wengrow**..... *Professor Emeritus of Drama*
A.B., University of North Carolina at Chapel Hill; M.A., Tufts University
- Katherine Meiburg Whately**..... *Professor of Physics*
B.S., Wake Forest University; M.A., Ph.D., Duke University
- Anita White-Carter**..... *Associate Professor of Library Science*
..... *Public Services Librarian*
B.A., Bennett College; M.L.S., M.Ed., University of Pittsburgh
- James Edward Wills Jr.**..... *Professor of Physics*
B.A., Mississippi College; M.A., University of Virginia; Ph.D., University of Texas at Austin
- Frances Elizabeth Wilson**..... *Associate Professor Emeritus of Biology*
B.A., University of North Carolina at Greensboro; Ph.D., University of North Carolina at Chapel Hill
- Gordon A. Wilson**..... *Professor Emeritus of Philosophy*
B.A., M.A., Notre Dame Seminary; M.A., Ph.D., Tulane University
- Helen Hayes Wykle**..... *Associate Professor of Library Research*
B.A., Berea College; M.A., San Jose State University; M.L.I.S., University of California at Berkeley
- 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

UNC ASHEVILLE 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 | Claudel 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. Millspaugh | 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 B. Mullen | Political Science |
| 2003 | Kevin Moorhead | Environmental Studies |
| 2004 | Edward J. Katz | Literature and Language |
| 2005 | Virginia Derryberry | Art |
| 2006 | Bert Holmes | Chemistry |
| 2007 | John W. Miller Jr. | Environmental Studies |
| 2008 | Steven C. Patch | Mathematics |
| 2009 | Timothy G. Forrest | Biology |
| 2010 | Grace G. Campbell | Humanities |
| 2011 | Heidi J.H. Kelley | Sociology |
| 2012 | Thomas E. Meigs | Biology |
| 2013 | Irene M. Rossell | Environmental Studies |
| 2014 | Peter J. Caulfield | Literature and Language |

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 | Claudel B. McKenzie | Accountancy |
| 1999 | Daniel W. Millspaugh | Art |
| 2000 | Deborah G. James | Literature and Language |
| 2001 | Merritt W. Moseley Jr. | Literature and Language |
| 2002 | Richard S. Chess | Literature and Language |
| 2003 | Margaret J. Downes | Literature and Language |
| 2004 | Michael J. Ruiz | Physics |
| 2005 | Ann L. Weber | Psychology |
| 2006 | Robert D. Yearout | Management |
| 2007 | Melissa J. Himelein | Psychology |
| 2008 | Kevin K. Moorhead | Environmental Studies |
| 2009 | Samuel R. Kaplan | Mathematics |
| 2010 | John W. Miller Jr. | Environmental Studies |
| 2011 | Sophie J.V. Mills | Classics |
| 2012 | Ellen H. Pearson | History |
| 2013 | Linda Cornett | Political Science |
| 2014 | Dwight B. Mullen | Political Science |

STUDENT CODE OF COMMUNITY STANDARDS AND CITIZENSHIP

SECTION 2: STUDENT CODE OF COMMUNITY STANDARDS AND CITIZENSHIP EDUCATION PROCESS

I. PREAMBLE

The University of North Carolina at Asheville, in honor of its rich liberal arts tradition, takes pride in a commitment to learning, creativity, diversity, engaged citizenship, equity, trust and integrity. The University embraces and strives to uphold the freedoms of expression and speech guaranteed by The First Amendment of the U.S. Constitution and the North Carolina Constitution. The University has the right under appropriate circumstances to regulate the time, place and manner of exercising these and other constitutionally protected rights.

All students, as integral members of the UNC Asheville community, are responsible for conducting themselves in a manner which enhances an environment of learning in which the rights, dignity, worth and freedom of each member of the academic community are respected and consistently represents the University in a positive light. To that end, responsible citizenship includes an expectation that members actively participate in behavior that complements and upholds the values and mission of UNC Asheville. Members of the University community are expected to engage in conduct that contributes to the culture of integrity and honor upon which University of North Carolina at Asheville is grounded.

II. AUTHORITY

The Code of the University of North Carolina, Section 502 D(3) states:

Subject to any policies or regulations of the Board of Governors or of the board of trustees, it shall be the duty of the chancellor to exercise full authority in the regulation of student affairs and student conduct and discipline. In the discharge of this duty, delegation of such authority may be made by the chancellor to faculty committees and to administrative or other officers of the institution or to agencies of student government, in such manner and to such extent as may by the chancellor be deemed necessary and expedient. In the discharge of the chancellor's duty with respect to matters of student discipline, it shall be the duty of the chancellor to secure to every student the right to due process. Appeals from these student conduct decisions are allowable only on the following grounds:

- a. a violation of due process; or
- b. a material deviation from Substantive and Procedural Standards adopted by the Board of Governors

Where the sanction is suspension or expulsion, an appeal may be made to the Board of Trustees. No appeal to the President of the University of North Carolina is permitted. When the sanction is expulsion, the final campus decision is appealable to the Board of Governors.

At UNC Asheville, the Chancellor has designated the Vice Chancellor for Student Affairs as the officer responsible for the policies related to student conduct. The Vice Chancellor for Student Affairs has, in turn, designated the Dean of Students as the person responsible for the administration of this code.

The Dean shall determine the composition of committees/boards and appeal bodies and determine which body shall be authorized to hear each case. The Dean shall develop policies for the administration of the community standards and citizenship

education program and procedural rules for the resolution of cases which are consistent with the provisions of this code. The Director of Residential Education and Citizenship Education and the Assistant Director of Residential Education are the persons designated by the dean to be the primary case managers for all violations of this code.

A citizenship education committee may be designated as arbiter of disputes within the student community in cases which do not involve a violation of this code. All parties must agree to arbitration and to be bound by the decision with no right of appeal.

III. SCOPE AND INTERPRETATION OF THE CODE

The Student Code of Community Standards shall apply to conduct that occurs on University premises, at University sponsored activities, and to off-campus conduct that undermines student academic success and that adversely affects the University community and/or the pursuit of its objectives. Each student shall be responsible for his/her conduct from the time of application for admission through the actual awarding of a degree, before classes begin and after classes end, as well as during the academic year and during periods between terms of actual enrollment (and even if relevant conduct is not discovered until after a degree is awarded). The Dean of Students, in consultation with the Vice Chancellor for Student Affairs shall decide whether the Student Code shall be applied to conduct occurring off campus, on a case by case basis, in their sole discretion.

Any question of interpretation or application of the Student Code of Community Standards shall be referred to the Dean of Students or their designee for final determination.

The Student Code shall be reviewed every 2 years under the direction of the Dean of Students.

IV. STANDARDS OF DUE PROCESS

Any student charged with a violation of this Code is entitled to a hearing before a hearing body appointed by the Dean of Students, as noted in III. C. of this Code, except where the party(ies) involved and the University agree to settle the charge without a hearing as noted in III. B. Hearing Procedures III. C-H and Appeals IX are consistent with and satisfy the procedural requirements of UNC Policy Manual 700.4.1.

The focus of the student conduct proceedings shall be to determine whether the respondent is or is not responsible for violating the Code. Formal rules of evidence do not apply. Deviation from prescribed procedures does not necessarily invalidate a decision, finding or proceeding, unless significant prejudice to a respondent or the University may result.

V. VIOLATION OF CRIMINAL OR CIVIL LAW AND THE STUDENT CODE OF COMMUNITY STANDARDS

The University may pursue disciplinary action against a student who is charged with a violation of civil or criminal law. (UNC Policy Manual 700.4.2) Proceedings under this Code may, at the discretion of the Dean of Students, be carried out prior to, simultaneously with, or following civil or criminal proceedings that are conducted off-campus. Determinations made or sanctions imposed under this Code shall not be subject to challenge or change on the grounds that the criminal charges have been dismissed, reduced, deferred, or because of any particular result of civil actions arising from the same incident.

When a student is charged by federal, state, or local authorities with a violation of law, the University will not request or agree to special consideration for that individual because of their status as a student. If the alleged offense is also being processed under this Code, the University may advise off-campus authorities of the existence of this Code and of how such matters are typically handled within the University community. The University will attempt to cooperate with law enforcement and other agencies in the enforcement of criminal law on campus and in the conditions imposed by criminal courts for the rehabilitation of student violators (provided that the conditions do not conflict with campus rules or sanctions). Individual students and other members of the University community, acting in their personal capacities, remain free to interact with governmental representatives as they deem appropriate.

VI. DEFINITIONS

- A. The term “Appellate Body” means any person or persons authorized by the Dean of Students to consider an appeal from a committee/board determination as to whether a student has violated the Code or from the sanctions imposed by the Citizenship Hearing Board.
- B. The term “Citizenship Education Administrator” means any person or persons authorized by the dean to determine whether a student has violated the Student Code and to recommend and/or impose sanctions that may be imposed when a rules violation has been committed. This includes but is not limited to the Director of Residential and Citizenship Education, the Assistant Director of Residential Education, Community Directors, and the Assistant Vice Chancellor for Student Life.
- C. The term “Citizenship Education Coordinator” refers to the university official(s) designated with primary case management for the Citizenship Education Process, which includes but is not limited to the Director of Residential Education and Citizenship Education and the Assistant Director of Residential Education or their designee.
- D. The term “Committee/Board” refers to the formal administrative hearing proceedings to resolve cases of alleged misconduct, whose compliment may be composed of faculty, staff and students.
- E. The term “Code” refers to the University of North Carolina at Asheville Code of Community Standards.
- F. The term “Dean” means the Dean of Students or their designee.
- G. The term “Guest” is defined as any nonstudent present on University premises at the invitation and/or hosting of the student.
- H. The term “Member of the University Community” includes any person who is a student, staff, faculty member, University official or any other person employed by the University. A person’s status in a particular situation shall be determined by the Dean of Students.
- I. A “Minor Violation” is a violation of this Code where the possible sanctions do not include suspension or expulsion. (However, a sanction of suspension or expulsion can on occasion result for a minor violation in light of a student’s previous disciplinary history. When this is a possible outcome, the student will be made aware in advance of the potential for suspension or expulsion.)
- J. The term “Organization” means any number of persons who have complied with the formal requirements for University recognition/registration.

- K. A “Serious Violation” is a violation of this Code where the possible sanctions include suspension or expulsion.
- L. The term “Respondent” refers to the student who is alleged to have violated the Student Code of Community Standards; can also be referred to as the ‘accused student’.
- M. The term “Student” includes all persons taking courses at the University, either full-time or part-time, pursuing undergraduate, non-degree seeking, licensure, graduate, or professional studies. A student who violates the Student Code, who is not officially enrolled for a particular term but has a continuing relationship with the University or has been notified of their acceptance for admission is considered a “student” as are persons who are living in University residence halls, although not enrolled in this institution.
- N. The term “University” means the University of North Carolina at Asheville.
- O. The term “University Official” includes any person employed by the University, performing assigned administrative or professional responsibilities.
- P. The term “University Premises” includes all land, buildings, facilities, and other property in the possession of, owned, used, or controlled by the University (including adjacent streets and sidewalks).
- Q. The term “Vice Chancellor” means the Vice Chancellor for Student Affairs and their designee.

VII. SPECIFIC STUDENT COMMUNITY STANDARDS

Any student found to have committed or to have attempted to commit the following misconduct has violated the Student Code of Community Standards and is subject to the Citizenship Education Process:

- A. Acts of dishonesty, including but not limited to the following:
 - 1. Cheating, plagiarism, or other forms of academic dishonesty. (Note: Academic dishonesty cases from faculty are normally processed through the Academic Honesty Policy).
 - 2. Furnishing false information to any University official, faculty member, or office.
 - 3. Forgery, alteration, or misuse of any University document, record, or instrument of identification.
- B. Disruption or obstruction of teaching, research, administration, disciplinary proceedings, other University activities, including its public service functions on or off campus, or of other authorized non-University activities when the conduct occurs on University premises.
- C. Physical abuse, domestic/dating violence, threats, intimidation, harassment, coercion, and/or any other conduct which threatens or endangers the health or safety of any person. Includes but is not limited to:
 - 1. Conduct which threatens, coerces, harasses or intimidates another person or identifiable group of persons, in a manner that is unlawful or in violation of a constitutionally valid University policy, while on University premises or at University activities based upon the person’s race, color, religion, national origin, gender, sexual orientation, gender-identity, creed, disability or veteran status.
 - 2. Unlawful harassment which leads to a hostile environment. Unlawful harassment includes conduct that creates a hostile environment by meeting the following criteria:

- a. directed toward a particular person or persons;
 - b. based upon the person's race, color, religion, national origin, gender, sexual orientation, gender-identity, creed, disability or veteran status;
 - c. unwelcome;
 - d. severe or pervasive;
 - e. objectively offensive;
 - f. so unreasonably interferes with the target person's employment, academic pursuits, or participation in University-sponsored activities as to effectively deny equal access to the University's resources and opportunities.
- D. Stalking includes, but is not limited to:
- Engaging in a course of conduct directed at a specific person that would cause a reasonable person to: fear for their safety or the safety of others; and/or suffer substantial emotional stress.
- E. Damage to or attempts to damage property of the University, member of the University community or other property owned by other persons. This includes but is not limited to:
- 1. Vandalism
 - 2. Theft
 - 3. Littering
- F. Hazing, defined as an act which endangers the mental or physical health or safety of a student, or which destroys or removes public or private property, or any action taken or situation created, intentionally, to produce mental or physical discomfort, embarrassment, harassment, or ridicule for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in, a group or organization.
- G. Failure to comply with directives of University officials or law enforcement officers acting in performance of their duties and/or failure to identify oneself to these persons when requested to do so.
- H. Unauthorized possession, duplication, or use of keys to any University premises or unauthorized entry to or use of University premises.
- I. Violation of any University policy, rule, or regulation, including but not limited to:
- 1. Residential Education and Housing Operations policies (see the Resident's Handbook)
 - 2. University Sexual Harassment Policy
 - 3. University Smoking Policy
 - 4. University Solicitation Policy
- J. Violation of any federal, state or local law.
- K. Use or possession of marijuana, narcotics or other controlled substances (as set forth in the North Carolina General Statutes): or the illegal or abusive use or possession of any other chemical substance, compound or combination. The term "illegal use or possession" means use or possession that is unlawful under either federal or state laws. The term "abusive use" means use of a chemical substance primarily for the recreational purpose of altering one's mood, emotion, or state of consciousness as opposed to use that has been prescribed for treatment of the user by a licensed health care attendant or that is specified by the manufacturer's labeling. This includes but is not limited to:
- 1. Possession or use of drug paraphernalia
 - 2. Possession or use of Schedule I or II controlled substance

3. Possession or use of Schedule III – VI controlled substance
 4. Possession with intent to manufacture, distribute or sell narcotics or other controlled substances.
 5. The illegal or abusive use or possession of any other chemical substance, compound or combination.
- L. Use, possession, manufacturing, or distribution of alcoholic beverages, except as expressly permitted by law and University regulations, (which includes the Alcohol policy and BYOB policy). Prohibited conduct also includes but is not limited to: public intoxication; possession or use of caffeinated alcohol beverages; and possession or use of prepackaged alcoholic beverages designed for rapid consumption of high alcohol volume content.
- M. Illegal or unauthorized possession of harmful or dangerous items on University premises, including but not limited to:
1. Firearms
 2. Other weapons (including but not limited to: bows/arrows; swords, spears; assisted or spring opening knives; pocket/folding knives with a blade greater than three inches and an overall length of six inches when open; throwing stars/knives; bb guns; airsoft guns; and nunchucks.)
 3. Fireworks
 4. Explosives
 5. Dangerous chemicals or biological agents
- N. Participating in an on-campus or off-campus demonstration, riot or activity that disrupts the normal operations of the University and/or infringes on the rights of other members of the University community; inciting others to disrupt scheduled and/or normal activities within any campus building or area; or intentional obstruction which interferes with freedom of movement, either pedestrian or vehicular, on campus.
- O. Obstruction of the free flow of pedestrian or vehicular traffic on University premises or at University sponsored or supervised functions.
- P. Conduct that is disorderly, lewd, or indecent; breach of peace; or aiding, abetting, or procuring another person to breach the peace on University premises or at functions sponsored by, or participated in by, the University or members of the academic community.
- Q. Violation of Fire Safety Policy, including but not limited to:
1. Failure to properly evacuate during a fire alarm.
 2. Intentional sounding of a fire alarm without cause.
 3. Improper use of fire prevention equipment
 4. Unauthorized setting of fires on university premises.
- R. Sexual misconduct, including but not limited to:
1. Sexual assault: engaging in vaginal, oral or anal intercourse or penetration with any person without that person's consent*.
 2. Non-consensual sexual contact: engaging in the intentional touching of any person's genitalia, groin, breast, buttock or clothing covering them, or forcing a person to touch another's intimate parts as listed above without that person's consent*.
 3. Sexual exploitation: taking non-consensual, unjust or abusive sexual advantage of another for one's own advantage or benefit; or to benefit or advantage anyone other than the one being exploited; even if that behavior does not constitute rape, sexual assault or sexual harassment. Examples of Sexual Exploitation include but are not limited to prostituting another person; non-consensual sexually-oriented photographing of another person;

video or audio taping of sexual activity without the participant(s)'s effective consent; going beyond the boundaries of consent, such as allowing others to observe sexual activity without the consent of a partner; engaging in voyeurism; and inducing incapacitation with the result of inflicting sexual misconduct on another person or with the result of creating opportunity for a third party to inflict sexual misconduct on another person.

4. Sexual Harassment: Sexual harassment is considered prohibited conduct as stated in Section IV.C. of the Student Code of Community Standards and UNC Asheville Sexual Harassment Policy. Depending upon the nature and severity of the harassment; it may also qualify as sexual misconduct. *Please note: Title IX requires institutions to respond to both sexual violence and sexual harassment. The University's Sexual Harassment Policy can be found at <http://www2.unca.edu/policies/49.pdf>. The support services, education, prevention, outreach and the rights of the student victim and accused (if a student) are similar to the information noted in the Sexual Misconduct and Interpersonal Violence Policy. Should you experience sexual harassment please contact Dr. Rusty Marts, Title IX Coordinator (350-4589) or the Dean of Students, Jackie McHargue (250-2370).*

*An action is "without that person's consent" when it is inflicted upon a person who has not freely and actively given consent. 'Consent' is an understandable exchange of affirmative actions or words which indicate an active, knowing and voluntary agreement to engage in mutually agreed upon sexual activity. Consent is not freely given when it is in response to force or threat of force or when a person is incapacitated by the (voluntary or involuntary) use of drugs or alcohol or when the person is otherwise physically helpless and the person performing the act knows or should reasonably know that the other person is incapacitated or otherwise physically helpless. A person is not required to physically resist sexual conduct in order to show lack of consent. Past consent for sexual activity does not imply ongoing future consent.

S. Any Violation of the Computer Use Policy.

T. Abuse of the Community Standards and Citizenship Education Process, including but not limited to:

1. Failure to obey the notice from a Citizenship Hearing Board or University official to appear for a meeting or hearing as part of the Citizenship Education Process.
2. Falsification, distortion, or misrepresentation of information before a committee or other standards body.
3. Disruption or interference with the orderly conduct of a Community Standards and Citizenship Education proceeding.
4. Institution of a Community Standards complaint without cause.
5. Attempting to discourage an individual's proper participation in, or use of, the Community Standards and Citizenship Education Process.
6. Attempting to improperly influence the Citizenship Education Process, its members, and/or its participants.
7. Harassment (verbal or physical) and/or intimidation of a complainant, witness, respondent or any member of a Hearing Board or part of the Citizenship Education process prior to, during, and/or after a Citizenship Education proceeding.
8. Failure to comply with a directive from the Citizenship Education process.
9. Failure to comply with the sanction(s) imposed under the Code.
10. Influencing or attempting to influence another person to commit an abuse of the student conduct code system.

- U. Aiding or abetting any prohibited conduct listed above.
- V. Any violation of the Code by one's non-university guest. "Guest" is defined as any nonstudent present on University premises at the invitation and/or hosting of the student.

VIII. CITIZENSHIP EDUCATION PROCESS

The goal of Community Standards is to create an environment which promotes the living and learning environment of the University in support of its mission, vision and values. The Citizenship Education Process exists to address issues of misconduct in an educational and value based format which addresses the behavior and provides for sanctions designed to hold offending students responsible for their conduct, to prevent future recurrence, to provide resources for support of modified behavior, to assist the student(s) in reflective learning, and to restore the community impacted by the misconduct.

- A. Any member of the University community may file, with the Citizenship Education Coordinator, a written complaint alleging a violation of this Code; the complaint should include factual information supporting the allegation. A complaint should be submitted as soon as possible after the event takes place, preferably within 30 days of the alleged violation and no more than 120 days. The Dean of Students has the discretion to consider a complaint beyond said timeline.
- B. The Citizenship Education Coordinator may conduct an investigation to determine if the charges have merit and/or if they can be disposed of administratively, such as by mutual consent of the parties involved on a basis acceptable to the Citizenship Education Administrator. (Note: alleged violations of the Sexual Misconduct and Sexual Harassment Policy will follow similar adjudication procedures unless otherwise noted. Campus police will conduct investigations regarding acts of sexual misconduct. In cases of sexual misconduct certain interim actions and accommodations may be implemented as stated in the policy.). This determination should be made within thirty (30) calendar days after the filing of the complaint. Such disposition shall be final and there shall be no subsequent proceedings. The charged student will receive written confirmation of the administrative disposition of the case and a copy of the correspondence will become part of the student(s) disciplinary file. If the charges are not admitted and/or cannot be disposed of by mutual consent, the Citizenship Education Administrator may later serve in the same matter as a Committee/Board or a member thereof. If the student admits violating the Code, but does not agree to the sanctions proposed, then the case will be forwarded to a board, where the board will consider sanctioning).
- C. If there is not mutual consent to resolve the charges administratively, the Citizenship Education Coordinator will discuss the citizenship education process in further detail; inform the student as to the nature of the incident report and the alleged misconduct, and provide time for the accused to review copies of the relevant documentation. The Citizenship Education Coordinator will determine, based on the charges, if the case should be forwarded to a Citizenship Hearing Board. A board can be comprised of a single member or a panel. *For alleged sexual misconduct and other acts of violence cases, both the respondent and the alleged victim retain the same rights as stated in the Citizenship Education process, which includes but is not limited to: the ability to review documentation to be presented, to be present for the hearing, to present information, to pose questions to the board to be asked of witnesses, to have an advisor present and to appeal the hearing decision.

- D. No student is permitted to withdraw from enrollment after being charged with a Serious Violation of the Code prior to imposition of a sanction(s) or a finding of not responsible.
- E. No less than five days prior to the hearing (unless noted otherwise in previous communication), the respondent will receive in writing* (via hard copy letter or e-mail to the respondent's UNC Asheville e-mail address), the notice of the charges, which shall (a) set out the rule or rules which have been allegedly violated; (b) state the alleged action or behavior; (c) list the names of any persons who have been identified as having pertinent information and will be notified to attend the hearing as witnesses; (d) state the format of the citizenship education proceeding; (e) the date, time and location of the hearing and membership of the board; advise the student of his or her rights and of the hearing procedure (this can be done with a reference to the Student Code) including the right to request the removal of any board member who is actually biased against a respondent or the alleged victim of an respondent's actions; (f) inform the student if suspension or expulsion is a possible sanction in the case. A request to remove a board member must be made in writing no less than 3 days prior to the hearing and must include the basis for the claim of bias. The Citizenship Education Coordinator shall evaluate the removal request and render a decision within 24 hours of the removal request (when possible) The Dean of Students and/or the Citizenship Education Coordinator may postpone the hearing until a determination on the removal request has been made. * For cases where the potential sanction is less than University suspension or expulsion, the respondent can waive receiving the information in writing and receive the information verbally (via phone) or in person.
- F. A time shall be set for the hearing no less than ten (10) class days after the student has been notified of the alleged charges. The respondent may request an earlier hearing date, should they want to expedite their hearing. The waiver must be in writing and directed to the Citizenship Education Coordinator. In cases where there is an alleged student victim who will be participating in the hearing, the same rights for scheduling a hearing apply. Hearings will solely be scheduled around class/exam schedules.*Maximum time limits for scheduling of hearings may be extended at the discretion of the Dean of Students.
- G. Written communication and efforts to contact the respondent and witnesses (and for appropriate cases, the alleged victim) shall be through their official university email account, through our database "Maxient". Students are expected to open and respond to these emails. If a student does not open or respond to communication from the Citizenship Education process staff, cases will continue to move forward and will be resolved in absentia. An attempt to contact via telephone may be made, but our primary, official form of communication for documentation purposes is via university email.
- H. The respondent may review, in advance of the hearing, any written documentation that will be used at the Citizenship Education Hearing. This documentation review is provided to help the student prepare for the hearing. The review does not allow for copies to be made including photographs. The information shared during the review is FERPA protected and cannot be released to or shared with a third party except as permitted by FERPA.
- I. Citizenship Hearings shall be conducted by a Citizenship Education Board according to the following guidelines as provided below:
 - 1. Citizenship Hearings are considered closed to the public.
 - 2. The University serves as Complainant, and may be present at the hearing to present the case to the board. The University, as complainant may choose to simply submit the documentation which outlines the alleged violation

and supporting information to the board in lieu of appearing in person as the complainant.

3. The respondent has the right to be assisted by a single advisor of their choice, at their own expense. In cases of sexual misconduct the alleged victim, has the right to be assisted by an advisor of their choosing as well. A student should select as an advisor a person whose schedule allows attendance at the scheduled date and time for the Citizenship Hearing as delays will not normally be allowed due to the scheduling conflicts of an advisor. An advisor plays no active role in the process and is not permitted to address any participants in the process other than their advisee. An advisor may be removed by a Citizenship Administrator if they are disruptive to the process.
4. The complainant respondent, (and the alleged student victim in cases of sexual misconduct), and their advisors, if any, shall be allowed to attend the entire portion of the Citizenship Hearing at which information is received, but will not be allowed to attend deliberations of the board. Admission of any other person to the Citizenship Hearing shall be at the discretion of the Citizenship Education Coordinator and/or Dean. Should the respondent, and/or any witnesses (or the alleged victim in cases of sexual misconduct) do not attend the hearing, the process will continue in their absence.
5. In Citizenship Hearings involving more than one respondent, the case may be heard by a single board, with more than one respondent present, provided all the respondents consent to the single hearing. In an alleged sexual misconduct case (or other act of violence) the alleged victim must consent as well.
6. The complainant, the respondent and the Citizenship Hearing Board may arrange for witnesses to present pertinent information to the case at hand. (In cases of alleged sexual misconduct and other acts of violence the alleged victim may present witnesses as well) The University will try to arrange the attendance of possible witnesses who are members of the UNC Asheville community, if reasonably possible, and who are identified by the complainant, respondent, (and alleged victim for cases of sexual misconduct and other acts of violence) at least three weekdays prior to the Citizenship Hearing. Efforts will be made through university email, local phone if on record and through residential education staff, if the student lives on campus. Efforts should be equally made by participating students to help secure their witnesses for any hearing. Witnesses will provide information to and answer questions from the Citizenship Hearing Questions may be suggested by the respondent and/or complainant (as well as the alleged victim in cases of sexual misconduct and other acts of violence) to be answered by each other or by other witnesses. This questioning will be conducted by the Citizenship Hearing Board, by directing questions to the chairperson, rather than to the witness directly. This method is used to preserve the educational tone of the hearing and to avoid creation of an adversarial environment. Questions of whether potential information will be received or whether certain questions are relevant shall be resolved at the discretion of the chairperson of the Citizenship Education Hearing Board.
7. Pertinent records, materials, and written statements may be accepted as information for consideration by a Citizenship Hearing Board at the discretion of the chairperson. The board may determine that no additional witnesses are needed, or may request a witness to return for further questions. The decision to limit additional witnesses or presentation of information is at the discretion of the Chair. A Victim impact statement can be presented to the Chairperson but will not be considered until the sanctioning phase of the hearing process.

8. The general order of a hearing is as follows, however the Chair has the discretion to adjust format:
 - a. Board introductions/identification of students/advisors present
 - b. Presentation of charge(s) (by Complainant, if present, or by Chair)
 - c. Presentation of case, witnesses and documentation by the complainant (if complainant is present, or Chair can call for complainant's witnesses in their absence)
 - d. Opportunity for the respondent to pose questions to the complainant/witnesses through the board.
 - e. Opportunity for the board to ask questions of the complainant/witnesses
 - f. Presentation of case, witnesses and documentation by the respondent (if the respondent is present, or Chair can call for the respondent's witnesses in their absence).
 - g. Opportunity for complainant (and/or alleged victim in cases of sexual misconduct or other act of violence) to pose questions to the respondent/witnesses through the board.
 - h. Opportunity for the board to ask questions of the respondent/witnesses
 - i. Board closes case presentations and goes into closed deliberations to determine responsible or not responsible for the alleged violation(s) based on a preponderance of the information, whether it is more likely than not that the respondent violated the Code.
 - j. Board reconvenes to deliver findings.
 - k. If the respondent is found not responsible, the hearing concludes.
 - l. If the respondent is found responsible, presentation of victim impact statement(s), character statement(s) are presented to board.
 - m. Board returns to closed deliberations to determine sanction(s).
 - n. Board reconvenes to deliver sanctions and the hearing concludes.
9. All procedural questions are subject to the final decision of the chairperson of the Citizenship Hearing Board.
10. At the conclusion of the portion of the Citizenship Hearing in which all pertinent information has been received, the Board will go into closed deliberations, and all individuals who are not part of the board will be excused. The Board shall then determine (by majority vote if the Hearing Board consists of more than one person) whether the respondent has violated each section of the Student Code of Community Standards which the student is charged with violating.
11. The Citizenship Hearing Board's determination shall be made on the basis of whether it is more likely than not that the respondent violated the Student Code.
12. Formal rules of process, procedure, and/or technical rules of evidence, such as are applied in criminal or civil court, are not used in Citizenship Education proceedings.
13. There shall be a single verbatim record, such as a tape recording, of all Citizenship Hearings excluding the period of the Board's deliberations. The record shall be the property of the University.
14. The Citizenship Hearing Board (through the Citizenship Education Coordinator and/or the Dean of Students) may accommodate concerns for the personal safety, well-being, and/or fears of confrontation of the complainant, respondent, alleged victim and/or other witness during the hearing by providing separate facilities, by using a visual screen, and/or by permitting participation by telephone, internet (such as Skype) video tape,

audio tape, written statement, or other means, where and as determined in the sole judgment of the Dean of Students to be appropriate. Utilization of alternative technology (such as Skype) may be used at the discretion of the Dean should there be a need to accommodate a student participant due to extenuating circumstances which prevent physical attendance at the hearing.

15. The findings of the Citizenship Hearing Board are verbally presented to the respondent and complainant (and if present, the alleged victim) upon the close of the hearing, after board deliberations. If there is a finding of responsibility, and there is an alleged victim, they may present a victim impact statement (either in person or in writing) to the Board for their consideration in the sanctioning process. The respondent may present a character statement, either in person or in writing for the Board to consider in the sanctioning process.

The board will return to closed deliberations to consider sanctioning. If a respondent has a previous disciplinary history, the board will consider that as well in the sanctioning process. When the board completes their deliberations, the parties may return and assigned/recommended sanctions are verbally presented to the respondent and complainant (and if present, the alleged victim). The findings will be provided to the respondent in writing within ten (10) business days of the decision and shall include the final administrative decision, as well as the assigned sanctions (if any) and the process for appeal (may be done with a reference to the appropriate section in the Citizenship Education process). In cases of sexual misconduct or other acts of violence, the alleged victim will receive the findings, assigned sanctions, and the process for appeal in writing within the same timeline.

16. If the Citizenship Education Board or Citizenship Education Administrator/Coordinator should determine that suspension is the appropriate sanction, that finding is in the form of a recommendation to the Dean of Students, who will make the final administrative decision in all suspension cases. The final administrative decision must be made within forty-five (45) calendar days and transmitted in writing to the student within ten (10) calendar days of the decision. If the Citizenship Education Board or Citizenship Education Administrator/Coordinator should determine that expulsion is the appropriate sanction, that finding must be in the form of a written recommendation to the Vice Chancellor for Student Affairs, who makes the final administrative decision in all expulsion cases. The final administrative decision must be made within forty-five (45) calendar days, and transmitted in writing to the student within ten (10) calendar days of the decision.
17. Pursuant to FERPA, victims of a crime of violence (an act of violence in the Code) will be notified of the results of the proceeding of the alleged assailant. The release, which will be done in writing, will include the name of the student assailant, the violation of the Code, the essential findings which support the finding or responsible/not responsible, and the sanction imposed. If the alleged victim is actively participating in the hearing (such as an alleged sexual misconduct case), the alleged victim can be present for the findings and sanctioning portion of the hearing, and will also receive the information in writing.

J. Sanctions

1. The severity of sanctions imposed can be impacted by factors such as the current demeanor and past conduct records of the student, the nature of the

incident, the severity of any injury, harm or damage resulting from the incident and whether the incident was motivated by bias based on actual or perceived race, gender, religion, age, sexual orientation disability or ethnicity. One or more of the following sanctions may be imposed upon any student found to have violated the Student Code of Community Standards:

- a. Warning—A notice in writing to the student that the student is violating or has violated institutional regulations.
- b. Probation—A written reprimand for violation of specified regulations, along with a designated period of time during which more severe disciplinary sanctions are possible if the student is found to violate any institutional regulation(s).
- c. Loss of Privileges—Denial of specified privileges for a designated period of time.
- d. Educational Outreach Assessments—previously established and published financial sanctions which may be imposed (i.e.: \$50 for first-time alcohol violation or first-time drug paraphernalia possession violation; \$100 for first time drug violation; \$100 for subsequent alcohol/drug/paraphernalia violations)
- e. Administrative Cost: The working cost associated with resolving or addressing the alleged violation, such as the relocation of lobby furniture to its proper location, etc.
- f. Restitution—Compensation for loss, damage, or injury. This may take the form of appropriate service and/or monetary or material replacement.
- g. Educational Activity Sanctions—Work assignments, essays, service to the University, or other related discretionary assignments.
- h. Other sanctions – other sanctions can consist of community service, assessments, counseling or other activity deemed necessary or beneficial.
- i. Residence Hall Relocation – Relocation of the student from his or her current assigned residential space to a new assignment to be determined by the Citizenship Education Coordinator.
- j. Residence Hall Suspension—Separation of the student from the residence halls for a definite period of time, after which the student is eligible to return. Conditions for re-admission may be specified.
- k. Residence Hall Expulsion—Permanent separation of the student from the residence halls.
- l. University Suspension – Separation of the student from The University of North Carolina Asheville, for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified. All University Suspensions shall be added to The University of North Carolina Suspension and Expulsion Database. A student may not earn credit for transfer to the University of North Carolina at Asheville during their period of suspension.
- m. University Dismissal – Separation of the student from The University of North Carolina, and each of the UNC constituent institutions, for an indefinite period of time. Conditions for readmission may be specified. All University Suspensions shall be added to The University of North Carolina Suspension and Expulsion Database. A student may not earn credit for transfer to the University of North Carolina at Asheville during the period of dismissal.
- n. University Expulsion – Permanent separation of the student from The University of North Carolina and each of the UNC constituent

institutions. All University Expulsions shall be added to The University of North Carolina Suspension and Expulsion Database.

- o. Revocation of Admission and/or Degree.
2. More than one of the sanctions listed above may be imposed for any single violation, in addition to sanctions that may be imposed upon individual students for taking part in a group's misconduct.
3. The following sanctions may be imposed upon groups or organizations:
 - a. Those sanctions listed above.
 - b. Loss of selected rights and privileges for a specified period of time.
 - c. Deactivation. Loss of all privileges, including University recognition, for a specified period of time.

IX. APPEALS

An appeal is not a new hearing; rather it is a review of the verbatim record and the decision of the hearing body to determine if the decision was appropriately reached. Only the respondent may appeal the finding of a hearing body, except as allowed in cases of sexual misconduct, where both the respondent and the alleged victim have the same appellate rights and should follow the procedure for 'Appeals for Serious Violations'.

A. Appeals for minor violations:

1. A decision reached by the Citizenship Hearing Board may be appealed by the respondent to the Dean of Students within five (5) school days of the respondent's receipt of notice of the decision. Such appeals shall be in writing, signed by the student and shall include specific, detailed information regarding the perceived grounds for appeal and the information the respondent feels supports their appeal. The appeal will be delivered to the Dean of Students or their designee.
2. An appeal shall be limited to a review of the verbatim record of the Citizenship Hearing and supporting documents for one or more of the following purposes:
 - a. To determine a violation of due process
 - b. To determine whether there was a material deviation from Substantive and Procedural Standards adopted by the Board of Governors. (Can be found at:
northcarolina.edu/content.php/legal/policymanual/uncpolicymanual_700_4_1.htm)
3. The Dean of Students will respond in writing to the appeal within ten (10) days of receipt. If an appeal is granted by the Dean of Students, the matter may be addressed in one of the following ways: modification of the sanctions; remand of the case to the Citizenship Hearing Board (only if specified procedural errors were so substantial as effectively to deny the party a fair hearing or if new and significant evidence became available which could not have been discovered by a properly diligent party before or during the original hearing). If the appeal is denied, the sanctions are active and the respondent must abide by their terms.
4. Should the respondent wish to appeal the Dean's decision, the appeal must be made in writing to the Vice Chancellor for Student Affairs, and must be received by the Vice Chancellor within five (5) days of the student's receipt of the Dean's decision. If an appeal is granted by the Vice Chancellor, the matter may be addressed in one of the following ways: modification of the sanctions; remand of the case to the original Citizenship Hearing Board for

re-opening of the case to allow reconsideration of the original determination and/or sanction(s); return of the case to the Citizenship Education Coordinator for a new hearing. The Vice Chancellor is the final level of appeal.

5. If an appeal is denied, the student must comply with the original sanctions. If the imposed deadlines for sanctions need modifications in light of the duration of the appeal process, the student must make the request for an extension in writing to the Citizenship Education Coordinator within two (2) business days of the appeal findings.
- B. Appeals for serious violations or where the sanctions of suspension, dismissal or expulsion were imposed:
1. A decision reached by the Citizenship Hearing Board or a sanction imposed by the Citizenship Education Coordinator may be appealed by the respondent(s) to the Dean of Students within five (5) school days of the decision. Such appeals shall be in writing and shall be delivered to the Dean of Students or his or her designee. Also, the respondent MUST deliver to the Dean of Students a written intent to appeal within forty-eight hours of receipt of the Board's decision.
 2. Appeals shall be limited to a review of the verbatim record of the citizenship education hearing and supporting documents. The appellate body may call for the submission of new and/or additional oral or written evidence as necessary to reach a fully informed decision. The party making appeal shall be provided fair opportunity to respond to such additional evidence before the appeal is decided, and the evidence shall be added to the record of the hearing. Appeals are limited to the following grounds, as per University of North Carolina Code Section 502 D(3), (see Section II):
 - a. To determine a violation of due process
 - b. To determine whether there was a material deviation from Substantive and Procedural Standards adopted by the Board of Governors. (Can be found at: northcarolina.edu/content.php/legal/policymanual/uncpolicymanual_700_4_1.htm).
 3. The Dean of Students will respond in writing to the appeal within ten (10) days of receipt of the written appeal. If an appeal is granted by the Dean of Students, the matter may be addressed in one of the following ways: remand of the case to the original Citizenship Hearing Board for re-opening of the case or return of the case to the Citizenship Education Coordinator for a new hearing.
 4. Should the respondent wish to appeal the Dean's decision, the appeal must be made in writing to the Vice Chancellor for Student Affairs, and must be received by the Vice Chancellor within five (5) days of the student's receipt of the Dean's decision. If an appeal is granted by the Vice Chancellor, the matter may be addressed in one of the following ways: modification of the sanctions; remand of the case to the original Citizenship Hearing Board for re-opening of the case or to return of the case to the Citizenship Education Coordinator for a new hearing.
 5. Should the respondent wish to appeal the Vice Chancellor's decision, the appeal must be in writing to the UNC Asheville Board of Trustees, and must be received by the Board within five (5) days of the student's receipt of the Vice Chancellor's decision. If an appeal is granted by the Board of Trustees, the matter may be addressed in one of the following ways: remand of the case to the original Citizenship Hearing Board for re-opening of the

case or return of the case to the Citizenship Education Coordinator for a new hearing.

6. Should the respondent wish to appeal the UNC Asheville Board of Trustee's decision, the appeal must be in writing to the UNC Board of Governors, and must be received by the Board within five (5) days of the student's receipt of the Board of Trustee's decision. If an appeal is granted by the Board of Trustees, the matter may be addressed in one of the following ways: remand of the case to the original Citizenship Hearing Board for re-opening of the case or return of the case to the Citizenship Education Coordinator for a new hearing.
7. No appeal to the President of the University of North Carolina is permitted. When the sanction is expulsion, the party may appeal a decision of the Board of Trustees to the UNC Board of Governors.
8. If an appeal is denied, the student must comply with the original sanctions. If the imposed deadlines for sanctions need modifications in light of the duration of the appeal process, the student must make the request for an extension in writing to the Citizenship Education Coordinator within two (2) business days of the appeal findings.

X. INTERIM SUSPENSION

In certain circumstances, the Dean of Students, or a designee, may impose a University or residence hall suspension prior to the Citizenship Hearing.

A. Interim suspension may be imposed only:

1. to ensure the safety and well-being of members of the University community or preservation of University property;
2. to ensure the student's own physical or emotional safety and well-being; or
3. if the student poses an ongoing threat of disruption of, or interference with, the normal operations of the University.

B. During the interim suspension, a student shall be denied access to the residence halls and/or to the campus (including classes) and/or all other University activities or privileges for which the student might otherwise be eligible, as the Dean of Students, or a designee may determine to be appropriate.

C. The interim suspension does not replace the regular process, which shall proceed on the normal schedule, up to and through a Citizenship Hearing, if required. Depending upon the nature of an alleged violation, other interim actions can be imposed, such as interim relocation in the residence halls that, in the opinion of the Dean of Students, are necessary to protect the safety of the University community or any of its members or to prevent interference with University operations.

XI. Citizenship Education Process Records

Citizenship Education records are considered education records and protected by FERPA. The records, including audio recordings or transcripts of hearings will be retained as conduct records for a period of 8 years or such other period of time prescribed by the UNC Records and Retention and Disposition Schedule. Conduct records may be retained for longer periods of time or permanently, as specified in the sanction. In situations involving both a respondent(s) (or group or organization) and a student(s) claiming to be the victim of another student's conduct, the records of the process and of the sanctions imposed, if any, shall be considered to be the education records of both the respondent(s) and the alleged student victim(s) because the educational career and chances of success in the academic community

of each may be impacted. Conduct records of suspension, expulsion or revocation/withholding of a degree shall be retained permanently.

Students may inspect their conduct files in accordance with our FERPA records request policy, which is found at <http://registrar.unca.edu/student-rights-under-ferpa>.

STUDENT COMPLAINTS, GRIEVANCES AND ACADEMIC MISCONDUCT

STUDENT COMPLAINTS

The University of North Carolina at Asheville has established accessible policies and procedures for the filing and review of student complaints and grievances. These policies and procedures are defined in the Student Handbook, the University Catalog and on Student Affairs and Academic Affairs Web pages. Hard copies of the Student Handbook are available at the Highsmith Student Union information desk. Hard copies of the University Catalog are available at both the OneStop Student Services and Admissions offices.

Where a student should go to file a complaint depends upon whether the complaint concerns academic or non-academic matters. In practice, student concerns, complaints or grievances are directed to one of two student ombudsmen. The Assistant Provost for Academic Administration is generally the first point of contact for academic student complaints and the Dean of Students is generally the first point of contact for non-academic student complaints. However, regardless of the initial contact, the two student ombudsmen work closely together and direct students to the appropriate complaint procedure and involve any other appropriate departments. Students may also institute complaints to the personnel involved in the procedure or action that yielded the complaint. For example, instructional matters are typically handled first by the class instructor, and then progressively by the department chair, the dean and the Provost if needed. Each office that receives student complaints will maintain a record of those complaints and their resolutions.

Listed below is the contact information to help students address specific complaints or grievances.

Academic Complaints or Grievances

Residency Appeals

Assistant Provost for Academic Administration

Ramsey Library (lower level)

<http://onestop.unca.edu>

<http://catalog.unca.edu>

828-350-4500 or onestop@unca.edu

Accessibility/Disability Complaints

Assistant Provost for Academic Administration

Ramsey Library (lower level)

828-350-4500 or onestop@unca.edu

<https://oaa.unca.edu/>

Financial Aid Complaints

Assistant Provost for Academic Administration

Ramsey Library (lower level)

828-350-4500

<http://financialaid.unca.edu/>

Other Academic Service complaint procedures and contacts can be found at

<http://onestop.unca.edu>

Non-Academic Complaints or Grievances

Dean of Students

Governors Hall

828-250-2370

dos@unca.edu

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 affect 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 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.

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.

PLAGIARISM/CHEATING

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, cheating, or use of unauthorized materials or assistance is academic dishonesty. A person who knowingly assists another in academic dishonesty is likewise guilty of dishonesty. According to the instructor's view of the gravity of the offense and the instructor's syllabus policy, 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. The faculty member may also require that the student complete additional sanctions, such as the completion of an online course on plagiarism or resubmission of the original assignment.

In all situations where a student has been disciplined for academic dishonesty, the instructor must submit a brief statement of the case to the Assistant Provost for Academic

Administration with a copy to the student. The Assistant Provost maintains records of academic dishonesty incidents and notifies the instructor when a student is found to have multiple offenses. Depending upon the severity and/or repetition of the offense, the Assistant Provost and/or instructor may recommend that the Provost impose an additional penalty, such as cancellation of graduation with honors, cancellation of scholarships, or dismissal from the university. If the Provost decides that additional penalties are warranted, the student will be notified in writing.

If a student feels that he or she has been unjustly accused of academic dishonesty, the student has ten (10) class days from the date of the instructor's written notification to the student to respond in writing. This response is to be sent to both the instructor and the Assistant Provost for Academic Administration. The instructor should then meet with the student to discuss the charges within five (5) class days. If needed, the student may then contact the Assistant Provost for assistance in identifying options for possible resolution. If needed, the Faculty Conciliator will be contacted to mediate and/or convene the Academic Appeals Board.

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 Office of the Registrar 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.

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: GUIDELINES FOR MASS ELECTRONIC MAIL (EMAIL) MESSAGES

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, unca_forum@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 intercampus 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 Student Affairs; (2) Office of the Vice Chancellor for Academic 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 universitywide 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. Please notify staff in one of the offices above that a message is pending approval. Approved 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 B: STUDENT USAGE POLICY FOR COMPUTING AND NETWORKING (PPM No. 71)

I. Purpose

This policy states the obligations and rules that students of The University of North Carolina Asheville must follow in their use of computing and networks.

II. Scope

This policy applies to all UNC Asheville students and students of other institutions attending classes delivered at UNC Asheville and who use University and computing resources.

III. Introduction

The University of North Carolina Asheville's (hereinafter "University") computing and telecommunications 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.

IV. Regulatory Limitations

The University may monitor use of computing equipment, networks, and systems for the following purposes:

- To ensure the security and operating performance of its systems and networks.
- To enforce University policies.

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.

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.

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.

All material prepared and utilized for work purposes and posted to or sent over University computing and other telecommunications equipment, systems or networks must be accurate and must correctly identify the creator and receiver of such.

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 Asheville.”

V. 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:

- The use is lawful under federal or state laws including copyright and trademark.
- The use is not prohibited by Board of Governors, University or institutional policies. All policies governing student conduct apply to student use of computing and networking resources.
- The use does not overload the University computing equipment or systems, or otherwise harm or negatively impact the system's performance.
- The use does not result in commercial gain or private profit (other than allowable under University intellectual property policies).
- The use does not state or imply University sponsorship or endorsement.
- The use does not violate state or federal laws or University policies against race or sex discrimination, including sexual harassment.
- 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.
- If the use is recreational, it does not prevent use by another University community member for legitimate University work.

VI. **Violation of Policy**

Sanctions for violation of this policy may include suspension or revocation of access privileges in addition to any other sanction permitted under the student conduct code.

The Chief Information Officer (CIO) 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 CIO will forward a report of the alleged violation to the Director of Citizenship Education (or designee) so it may be addressed as a violation of the Student Code of Community Standards and resolved through the Citizenship Education process

The Director of Citizenship Education (or designee) will provide written notice of the suspension and the alleged violation as well as information regarding the process for resolution of the alleged violation. Specific details regarding the Student Code of Community Standards and the Citizenship Education process can be found at: <http://housing.unca.edu/citizenship-education>.

Violations of law may also be referred for criminal or civil prosecution.

APPENDIX C: UNC ASHEVILLE SMOKING POLICY (PPM No. 48)

The University of North Carolina Asheville is committed to providing employees and students with a safe and healthful environment. Evidence shows that tobacco use in general, including smoking and breathing secondhand smoke, constitutes a significant health hazard.

I. Policy Statement

The University of North Carolina Asheville (the “University”) is dedicated to maintaining a healthy working and learning environment. Smoking is currently prohibited inside University buildings, facilities, and residence halls. Following the adoption of this policy, smoking will also be prohibited in all outdoor areas within the University Heights loop around campus, except for in areas designated by the attached campus map (http://www.unca.edu/campusmap/smoke_free_map.pdf). Smoking will also be prohibited within 100 feet of University buildings, outdoor athletic facilities, and outdoor recreation facilities. The only exception to this 100-foot rule is outside University Residence Halls, where outdoor designated smoking areas may be closer to buildings for the purpose of resident safety. For the purpose of this policy, smoking is defined as burning any type of tobacco product including, but not limited to, cigarettes, cigars, cigarillos, pipes, and bidis.

II. Signage

The University will post signs about the policy appropriately throughout campus. This policy will also be published on the University website.

III. Applicability

This policy applies to all University visitors, volunteers, students, faculty, EPA non-faculty, all staff members, and student employees. It is the responsibility of every member of the University community to comply with this policy. Organizers and attendees at public events, such as conferences, meetings, public lectures, social events and cultural events will be required to abide by this Policy.

IV. Enforcement

Effective implementation of this Smoking Policy depends upon the courtesy, respect, commitment, and cooperation of all members of the UNC Asheville community to comply with this policy. In the event that violations of this policy do occur, violations should be brought to the attention of the person who is most directly responsible for the violation. If that does not resolve the situation, it should be brought to the attention of the person/office responsible for the workplace, event, or residence, or to that responsible party’s supervisor. Complaints against students will be addressed through the Student Code of Community Standards process, and will be resolved according to the procedures therein. Any person, including a guest of the University, who is uncooperative when being asked to cease smoking in a prohibited area, may be issued a state citation by University Police, if initial measures are ineffective.

V. Implementation

This policy will become effective January 1, 2009. The initial implementation will be considered a pilot and will be reviewed in the fall semester of 2009. It is the intent of this pilot policy to be the next step in a progressive transition to a smoke-free campus.

VI. Cessation Support

Smoking cessation support and referrals, particularly nicotine replacement therapy, will be offered to students through the Health and Counseling Center and to employees through the Human Resources Office.

APPENDIX D: UNC ASHEVILLE POLICY ON SEXUAL HARASSMENT (PPM NO. 49)

I. 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.

II. Scope

This policy applies to all applicants for employment, to all applicants for admission to University programs, and to all officers and employees of the University, all students, all persons who serve the University as its agents and are under the control of the University, and to all individuals who teach, conduct business or participate in activities at the University. University contractors are also subject to this policy.

III. Policy

A. 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 workplace 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 of reprisal, interference, or any other form of retaliation, whether direct or indirect, against an individual for raising concerns covered by this policy are also violations of this policy and are prohibited.

B. Sexual Harassment Definitions (See Title 29 Code of Federal Regulations 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 – 'something in exchange'). 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.

C. 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 UNC Asheville’s SPA Disciplinary Actions Policy, the faculty handbook, the student handbook, the UNC Policy Manual, and the North Carolina Office of State Personnel Manual.

D. Anti-Retaliation Assurance

This policy seeks to encourage individuals to express freely, responsibly, and in an orderly way, opinions and feelings about any problem or complaint of sexual harassment. Any act of retaliation against a complainant or witness is prohibited and will result in appropriate disciplinary action in accordance with disciplinary measures defined by applicable state or university disciplinary policies.

E. Improper Complaints

This policy shall not be used to bring frivolous or malicious complaints against students or employees. A person who brings a complaint that is later found to be frivolous or malicious will be subject to disciplinary action.

F. 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, as determined in consultation with the Director of Employee Relations, and may 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, as well as the prohibition against retaliation.

G. Responsibility for Reporting

Any University employee who has direct knowledge of sexual harassment that has occurred is obligated to inform the University’s Director of Employee Relations/ Affirmative Action Officer immediately. To not do so may result in serious consequences for the University, may be considered a breach of responsibility and may be grounds for disciplinary action.

H. Education and Outreach

To aid the University in achieving its mission by preventing sexual harassment, the Sexual Harassment Advisory Committee will assist the Director of Employee Relations and other University officials in their efforts to train, educate 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.

IV. Procedures

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 right to receive notice of complaints and to have an opportunity for an impartial investigation. These procedures are also created to provide for discipline of violators of the University's Sexual Harassment Policy. If necessary, however, the University's administration may take immediate and reasonable action to stop harassment and is not limited to the process provided herein.

A. Filing a Complaint

Complaints of violations of the University's Sexual Harassment Policy will be accepted in writing or orally, however formal complaints (see Section C below) must be received in written form. 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 advisory committee member (a current list of members may be found online at: http://www.unca.edu/service_committees/membership.asp). The ability to make a complaint is not limited to those who are the direct targets of the harassment.

B. Informal Resolution

Complaints of harassment addressed through the informal resolution process may be addressed through a variety of actions, including, but not limited to, the following:

1. The employee may discuss the concern(s) and the desired resolution with the alleged harasser, with or without the facilitation or presence of an employee relations representative or a supervisor.
2. The employee may address the alleged harasser in writing regarding the concern(s) and the desired resolution with or without the facilitation or presence of an employee relations representative or a supervisor.
3. The employee may ask an employee relations representative to notify the alleged harasser of the concern(s) and the desired resolution.

If the conduct has not stopped after the complainant's communication or if the complainant does not wish to make the initial contact with the harasser, he/she may contact the University's Director of Employee Relations or his/her own immediate supervisor, a department head/chair, vice chancellor, or a member of the sexual harassment advisory committee (a current list of members may be found online at http://www.unca.edu/service_committees/membership.asp). The person to whom the report is made shall report it immediately to the University's Director of Employee Relations.

Advisory Note: Complaints by or about students must be presented to the Office of the Dean of Students. The Dean of Students, or designee, will work with Employee Relations on any cases involving harassment of a student by a UNC Asheville employee. In an instance of student-initiated harassment, the Dean of Students, or designee, shall investigate and take appropriate disciplinary action commensurate with the severity and/or frequency of the conduct. Discipline resulting from harassment by a student will be taken in accordance with the procedures provided in the Student Code of Conduct.

C. Formal Resolution

Employees who have a complaint of harassment may use the formal grievance procedures in accordance with UNC Asheville's Unlawful Workplace Harassment policy. To use this procedure, the employee must submit a written complaint to Human Resources within 30 calendar days of the alleged harassing action. This is

the required procedure for SPA employees who want to maintain their appeal rights to the State Personnel Commission.

SPA employees who do not submit a written complaint to Human Resources within 30 calendar days may still utilize the informal procedures described in Section IV.B. for resolving their concern; however, such individuals will not have the option of later appealing to the Office of Administrative Hearings or using any University appeal procedure.

D. Investigation

Confidentiality shall be maintained to the greatest extent possible within the requirements of conducting reasonable investigations. Only those who have a 'need to know' may find out the identity of the parties.

Once a formal complaint is made to a University official or employee, the official or employee will forward the complaint to the Director of Employee Relations. He/she will maintain all records related to such cases separately from the University personnel files. Formal complaints will be investigated promptly and impartially.

The Director of Employee Relations may conduct the investigation or, if he/she deems it appropriate, will forward the complaint to an investigatory team for investigation and recommended action. The team is authorized to review, investigate and advise with respect to the adjustment of complaints related to sexual harassment filed by any member of the University community.

The investigatory team is authorized to meet with the complainant, the accused, and any witnesses in order to determine facts regarding the allegation. Meetings with the parties to the complaint should be conducted individually and should not take the form of a hearing. These meetings may be done by the team as a whole or by members designated by the chair.

An accurate record of all meetings and interviews shall be made by the investigatory team. These records shall be maintained for a minimum of three years by the Director of Employee Relations and for as long as any of the parties are associated with the University. A final written report of the findings of the team shall be provided to all parties to the complaint.

Upon completion of its review, the team shall make a report to the division head (or his/her designee) of the accused. The report shall consist of a summary of findings, including a statement of the charges, the evidence presented and a determination as to whether or not the complaint rises to the level of sexual harassment as defined by federal law. The division head (or designee) will determine the appropriate action, in consultation with the Director of Employee Relations.

All reasonable attempts will be made to complete this entire process in a timely manner. Complaints shall be resolved within sixty (60) days from the date the complaint is received by the Director of Employee Relations. The Committee shall provide a written response to the complainant when it has been determined what action, if any, will result from the complaint.

Advisory Note: After the agency's 60 calendar days (or less, if waived in writing), if the complainant is an SPA employee and the complaint has been filed in accordance with the Unlawful Workplace Harassment policy, the complainant may appeal directly to the Office of Administrative Hearings within the next 30 calendar days if he/she is not satisfied with the agency's response to the complaint.

E. Appeals

Any current or former State employee who feels he/she has been sexually harassed in violation of UNC Asheville and N.C. General Statute 126-16 may file a grievance through the UNC Asheville grievance procedures (as applicable to SPA, EPA Non-Faculty or EPA faculty.)

Applicants for positions governed by Chapter 126 of the N.C. General Statutes (i.e. positions Subject to the State Personnel Act [SPA]) who believe that they have been sexually harassed may file grievances pursuant to that chapter of the General Statutes. Such grievances must be in compliance with the procedures set forth in UNC Asheville policies and with the North Carolina Office of State Personnel Manual. The grievance must be filed within 30 days of the alleged harassment.

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.

Additional References: UNC Code [Appendix I.C. (Personnel) and XII (Students)], Unlawful Workplace Harassment Policy

Related Policies: Improper Relationships between Students and Employees Policy, Unlawful Workplace Harassment Policy

APPENDIX E: POLICY CONCERNING IMPROPER RELATIONSHIPS BETWEEN STUDENTS AND EMPLOYEES (PPM No. 54)

I. Purpose

Amorous relations between students and employees of UNC Asheville with whom they also have an academic, mentoring 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 an amorous 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.

II. Scope

This policy applies to UNC Asheville's EPA faculty and non-faculty, SPA staff, adjuncts and temporary employees.

III. 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.

IV. Policy

It will be considered misconduct for a UNC Asheville 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 UNC Asheville 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 unacceptable personal misconduct in accordance with policies and procedures for the class of employment, of which the affected employee is a member. Any sanction imposed for a violation of this policy may be imposed only in accord with the disciplinary procedure applicable to the faculty or staff member's category of employment. Recommended sanctions may include a letter of reprimand, suspension (with or without pay), diminishment in rank, or discharge from employment, depending upon the seriousness of the offense. A faculty or staff member found to have violated the policy may agree voluntarily to the imposition of an appropriate sanction and the complaint will be resolved upon imposition of the sanction. If the faculty or staff member does not voluntarily agree to imposition of a sanction, the procedures governing discharge from employment or the imposition of serious sanctions applicable to his/her category of employment will be observed.

APPENDIX F: AMERICANS WITH DISABILITIES ACT OF 1990 AS AMENDED IN 2008, AND SECTION 504 OF THE VOCATIONAL REHABILITATION ACT OF 1973 AS AMENDED

In accordance with the Americans with Disabilities Act of 1990 as amended in 2008 and Section 504 of The Rehabilitation Act of 1973 as amended, 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 students with disabilities should be brought to the attention of the Office of Academic Accessibility. Complete copies of these acts may be found in Ramsey Library.

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