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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 3,800 students pursuing bachelor's degrees in more than 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 2017" ranks UNC Asheville eighth in the nation among Public Liberal Arts Colleges, and it was included in The Princeton Review's 2016 list of the "Best Schools for Making an Impact." Kiplinger's Personal Finance Magazine calls UNC Asheville one of the nation's best values in public colleges, with one of the lowest total cost of attending for in-state students, and one of the lowest average debt among graduates.

The more than 300-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, and 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 and Sciences 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.

2018-2019 ACADEMIC CALENDAR**Fall Semester 2018**

August	16	Thursday	Semester opens
	20	Monday	Classes begin
	22	Wednesday	Last day to register/drop/add Term I class
	24	Friday	Last day to register/drop/add full semester class if assistance needed in OneStop Student Services First day to change course status to Audit
	26	Sunday	Last day to register/drop/add full semester class via OnePort
	27	Monday	Late-add with instructor permission begins Withdrawal period with W grade begins
September	31	Friday	Last day to late-add with instructor permission
	1	Friday	Deadline to apply for December 2018 graduation (There is a \$100 late fee if application isn't submitted by the deadline)
	3	Monday	Labor Day holiday—no classes
October	11	Tuesday	Last day to withdraw from Term I class Last day to change Term I class to Audit
	5	Friday	Term I classes end
	8	Monday	Fall Break begins
	10	Wednesday	Classes resume Term II classes begin; Term I grades due
	12	Friday	Last day to register/drop/add Term II class
	15	Monday	Advising begins for Spring semester registration Last day to withdraw from full semester class Last day to change full semester class to Audit
November	31	Wednesday	Last day to withdraw from Term II class Last day to change Term II class to Audit
	5	Monday	Early registration begins for Spring Incomplete grades due from Spring and Summer classes
	21	Wednesday	Thanksgiving holiday begins
December	26	Monday	Classes resume
	1	Friday	Deadline to apply for May 2019 graduation (There is a \$100 late fee if application isn't submitted by the deadline)
	3	Monday	Classes end Deadline for students to request an Incomplete grade from an instructor for a Fall class
	4	Tuesday	Undergraduate Research Symposium
	5	Wednesday	Reading Day Competencies due for December graduates
	6	Thursday	Finals begin
	12	Wednesday	Finals end
	13	Thursday	Final grades for graduating seniors due by 10 a.m.
	14	Friday	Final grades for non-graduating students due by noon Commencement at 4 p.m.

Spring Semester 2019

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

Summer 2019

Additional information on the Summer 2019 calendar is available at <http://registrar.unca.edu/calendars-and-schedules>.

Term I (4 weeks)	June 5 through July 2
Term II (4 weeks)	July 8 through August 2
Term III (6 weeks)	June 5 through July 16
Term IV (8 weeks)	June 5 through August 2

ADMISSIONS

The University of North Carolina at Asheville welcomes applications from all individuals interested in post-secondary education and academic enrichment. In order to serve the diverse interests of students applying to UNC Asheville, there are various types of admission categories, and each admission type represents a different opportunity and relationship between the student and the University. Any student whose application to UNC Asheville contains false statements, including those who fail to disclose all post-secondary institutions attended prior to applying to UNC Asheville, are subject to disciplinary action that may include dismissal from the University. Questions, inquiries, and all materials can be directed to:

Office of Admissions and Financial Aid
UNC Asheville
CPO #1320
One University Heights
Asheville, NC 28804-8510

Phone: 828.251.6481 or 800.531.9842
Email: admissions@unca.edu or finaid@unca.edu
Web: admissions.unca.edu/ or financialaid.unca.edu/

The application requirements and procedures for each admission type are explained below.

APPLICATION REQUIREMENTS AND PROCEDURES

Admission to UNC Asheville is competitive. The Office of Admissions reviews each candidate's application individually, considering all aspects of the applicant's record before rendering a decision. The Admissions Application Review Committee places strong emphasis on the quality of the candidate's high school curriculum, performance, trends and class rank (if provided). The candidate's performance on standardized tests is also important during an application review, where the candidate's best test performance is used in the final decision-making review. The comprehensive review of all applicants is designed to look deeper than numbers and data to determine a student's overall fit with UNC Asheville. Toward that end, the Committee also considers qualitative data when determining admission, including the application essay, extracurricular activity, honors achieved, leadership roles, special talents and abilities, and other contributions that an individual might bring to the UNC Asheville community. Our goal is to determine a candidate's fit for the diverse, public, liberal arts educational experience at UNC Asheville. Applications for admission are reviewed on a rolling basis until such time that the University determines capacity has been met. Because capacity could be determined without notice, students are encouraged to apply early to increase the likelihood of space-availability. Students will be notified of the admission decision by mail. Please see the Office of Admissions website at admissions.unca.edu for additional information.

First-Time, First-Year Freshman

First-time, first-year freshman applicants should apply early. Candidates are guaranteed priority consideration for both admission and scholarships until such time the University determines capacity has been met for fall enrollment. UNC Asheville awards merit-based scholarships and need-based institutional grants after a student is offered admission (scholarships) and in conjunction with the financial aid packaging process (grants) as long as funds remain available. If merit-based and need-based resources are situationally important for a student or family, these candidates should strongly consider applying as early as possible to ensure maximum consideration.

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First-time, first-year freshman applicants must have completed, or be nearing completion of, a high school diploma or a high school equivalency diploma from a regionally accredited secondary institution to be eligible for admission. The high school curriculum must demonstrate completion of the North Carolina Minimum Admissions Requirements **and** Minimum Course Requirements cited below.

First-time, first-year freshman applicants must submit the following to be considered for admission:

- Completed application for admission. Applications are available at admissions.unca.edu/apply-now
- Non-refundable application fee of \$75. This payment does not apply to other university fees.
- Official high school transcripts, to be mailed directly by the school, to UNC Asheville's Office of Admissions and Financial Aid at the address above. 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 (if available). After graduation, the applicant must request a final high school transcript showing the date of graduation, final grade point average, and class rank (if available).
- Home schooled applicants who are NC residents must submit a copy of the "Home School Eligibility Certification," issued by the NC 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.
- Official ACT or SAT test scores sent directly by the testing organization. The UNC Asheville school code for ACT is 3064, and the school code for SAT is 5013.

Once a student is admitted, additional documentation listed below, as applicable to the individual student, will be required to ensure proper credit evaluation and credit assignment to the student's UNC Asheville record.

- Official Advanced Placement (AP) exam scores, if AP exams were taken. These scores are usually available in the summer months, but previous exams (sophomore and junior years) may be available sooner.
- Official International Baccalaureate (IB) exam scores, if IB exams were taken.
- Official transcripts for any college or university courses taken prior to high school completion that earned college credit.

All first-time, first-year freshman students must provide immunization data as required by North Carolina law. Immunization records should be sent directly to UNC Asheville Health Services after official notification of acceptance. (See Health and Counseling Services for details.)

North Carolina Minimum Admissions Requirements (MAR)

All applicants for first-time, first-year freshman admission must meet minimum high school GPA and ACT/SAT scores. The minimum high school GPA for first-time undergraduates is 2.5 (weighted). The required minimum ACT/SAT scores for admission are a composite ACT score of 17, or a minimum SAT (mathematics and critical reading) score of 800 on tests administered prior to March 2016, or 880 for versions administered March 2016 and beyond.

North Carolina Minimum Course Requirements (MCR)

The University of North Carolina Board of Governors established minimum course requirements for undergraduate admission, including a fourth unit of mathematics. These requirements are summarized below.

- Completion, or nearing completion of, a high school diploma or a high school equivalency diploma from a regionally accredited secondary institution.
- Four units of college preparatory English.
- Four units of mathematics, including: Algebra I, Algebra II, Geometry, and one unit that has Algebra II as a prerequisite. It is recommended that the fourth unit be taken in the 12th grade.
- Three units of science, including: one unit of biological science, one unit of physical science such as Chemistry or Physics, and one laboratory course.
- Two units of social studies, including one unit of U.S. History.
- Two units of the same foreign language.

Applicants who do not meet MAR or MCR should consider attending another institution and then applying to UNC Asheville as a transfer student at a later date. These students can attend another regionally accredited post-secondary college or university, successfully complete a minimum of 24 transferable semester hours, and then reapply to UNCA Asheville as a transfer student.

Alternative Admissions Programs for First-Time, First-Year Freshman: SOAR and Jump Start

Some first-time, first-year applicants will be admitted under the condition that they participate in one of two academic enhancement programs. The SOAR (Summer Opportunity for Academic Readiness) Program and the Jump Start Program are each designed to provide more academic advising, academic coaching, and intensive study-skill support for students prior to, and during, their enrollment. Historical data confirms that students who receive more direct support have an easier transition to their first-year freshman academic environment.

The SOAR Program is a 5-week, in-residence summer cohort program where the first-time freshman participants, following receipt of their high school diploma or high school equivalency diploma, complete two (2) academic courses during the summer prior to their enrollment in the fall. Students are admitted to SOAR after a comprehensive review of their application materials, and completion of the SOAR program is a required condition for the student's enrollment in the fall as a first-time freshman. Students must complete the summer SOAR program courses with a minimum 2.0 GPA.

The Jump Start Program offers additional academic coaching and study-skills development in a concurrent enrollment format, where students are heavily involved in the support components while taking their first-semester courses at UNC Asheville. The Jump Start Program occurs during the fall semester.

Chancellor's Exception for Admission

First-time, first-year freshman who do not satisfy MAR may warrant consideration for admission as a Chancellor's Exception. The Admissions Application Review Committee can recommend a candidate for a Chancellor's Exception, but such exceptions are granted only by the Chancellor. For an exception recommendation to be presented to the Chancellor, otherwise inadmissible candidates must demonstrate their potential for success through qualitative variables that are evaluated during a comprehensive review of the student's application. The application contents must demonstrate dramatic performance improvements in academic work that is part of a strong high school curriculum, and the record should demonstrate a desire to maximize academic rigor. Extraordinary circumstances in a student's story which provide contextual relevance to the sub-standard academic performance while demonstrating the potential for the student's long-term success at UNC Asheville will also be considered. There are a limited number of Chancellor's Exceptions allowed according to University of North Carolina policy, and not all Chancellor's Exceptions are granted.

Transfer Students

Admission to UNC Asheville is competitive. The Office of Admissions reviews applications for admission individually, placing strong emphasis on a review all application materials, including: the application, official transcripts, essays, letters of recommendation and

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any other materials submitted to determine every candidate's potential for success at UNC Asheville. No minimum cumulative transfer GPA guarantees admission. Strong cumulative performance in a college-level curriculum increases the likelihood of admission.

All students under the age of 21 must satisfy Minimum Course Requirements (see First-Time, First-Time Freshman section) as set by the University of North Carolina system. A student deficient in one or more of these courses must complete 24 hours of transferable credits 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 the following.

- A completed application for admission.
- A \$75 application fee. This is a non-refundable processing charge and does not apply to any other university fee.
- Official high school transcripts, mailed directly by the school, to UNC Asheville's Office of Admissions and Financial Aid at the address above, showing grade-point average, class rank (if available), and date of graduation. Applicants who have an A.A., A.S., A.F.A., B.A. or B.S. degree at the time of application, or who are over the age of 21, do not need to provide high school transcripts.
- Home schooled applicants who are NC residents must submit a copy of the "Home School Eligibility Certification," issued by the NC 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.
- Official college transcripts from all institutions previously attended, including those attended on a correspondence, extension or distance-learning basis, and those from which you withdrew or earned no credit. The applicant must contact the Registrar at each institution attended and request that an official transcript be sent directly to the Office of Admissions and Financial Aid.
- A Transfer Student Academic and Disciplinary Form, to be completed by a school official at current or last attended school.
- An essay of 250 words or less. See the online application for admission for essay topic.
- Official Advanced Placement (AP) exam scores, if AP exams were taken.
- Official International Baccalaureate (IB) exam scores, if IB exams were taken.
- Official College Level Examination Program (CLEP) exam scores, if CLEP exams were taken.
- Immunization data as required by North Carolina law. Immunization records should be sent directly to UNC Asheville Health Services after official notification of acceptance. (See Health and Counseling Services for details.)

Appeals for Admission Denials

Applicants who are not offered formal admission to UNC Asheville may appeal the university's decision. In these cases, candidates are encouraged to contact their assigned Admissions Counselor and work together on the appeal. The Admissions Counselor can serve as a campus advocate for the student's appeal and establish a partnership that will help the student submit the appropriate materials to provide the best chance for the appeal to be granted. The Admissions Counselor will gather the appeal materials and submit them for consideration on the student's behalf. Appeals for admission are considered by the Enrollment Services Advisory Committee, which is comprised of staff and faculty who widely represent the offices in which students directly interact.

If an appeal for admission is granted to a first-time, first-year freshman, the Enrollment Services Advisory Committee will determine which admission status is most appropriate for the student, and the decision could include a recommendation for regular admission, Jump Start or SOAR.

Transfer students with fewer than 24 transferable semester hours, and those under the age of 21, who do not meet the minimum requirements for admission will have their appeal evaluated using first-time, first-year freshman student criteria and expectations, in addition to their demonstrated post-secondary academic history. Students completing any post-secondary academic work following the completion of high school will enter UNC Asheville as a transfer student upon formal acceptance.

A formal letter of appeal written by the student and sent to the attention of their Admissions Counselor is the only requirement for an appeal, although providing additional information is recommended. This appeal letter is different from the essay used during the application process. The letter of appeal must formally state the intent to appeal the university's original decision. The letter of appeal should contain information that explains why the student can be successful at UNC Asheville. It is strongly recommended that the student explain any quality or characteristic that may have impacted previous academic performance, while also documenting any potential plan, strategy or solution that addresses how the student can predict their own future success at UNC Asheville. All appeal decisions will be communicated in writing to the student.

In addition to the formal appeal letter, it is recommended that students include as much of the following information as possible.

- Official academic transcripts for courses that have been completed or are in progress since the decision was made not to offer admission to the student. Final grades may have become official, mid-term grades may have become available, or new courses may have started that reinforce the quality of the student's appeal.
- Letter of recommendation that can defend the candidate's decision to appeal. Recognizing that any decision not to offer admission is based heavily on an evaluation that focuses on academic accomplishment, it is recommended that any letter of recommendation for an appeal include a perspective that reinforces the student's assertion that they can be successful if given the chance to be admitted. Character references are important, but in the context of an academic appeal, an academic reference will be more valuable.
- Supporting documentation that helps affirm the validity of the appeal argument for the committee to review. While not required and certainly not always available, supporting documentation can be particularly powerful in appeals and can reinforce an argument. However, the existence of documentation should not be considered universally sufficient to have appeals granted. These documents reinforce an appellant's position, but the committee always performs a comprehensive review that evaluates all materials when making a decision.

Post-Baccalaureate, Teacher Licensure and Non-Degree Students

Students who are interested in additional undergraduate study after having earned a baccalaureate degree from UNC Asheville or other regionally accredited institution have three choices: they may pursue a second degree; 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); or they may take individual courses as a non-degree student. The admission procedure is slightly different for each case.

Second Degree

Those holding baccalaureate degrees who wish to pursue a second degree or enroll in the teacher licensure program will be considered transfer students for admissions purposes. Students seeking a second degree must complete a minimum of 30 hours at UNC Asheville, to include at least two-thirds of the hours required for the major. UNC Asheville does not award additional baccalaureate degrees after a student has earned two baccalaureate degrees.

Each applicant for admission as a post-baccalaureate second degree student must submit the following.

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- A completed application for admission.
- A \$75 application fee. This is a non-refundable processing charge and does not apply to any other university fee.
- 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 and Financial Aid.
- Official Advanced Placement (AP) exam scores, if AP exams were taken.
- Official International Baccalaureate (IB) exam scores, if IB exams were taken.
- Official College Level Examination Program (CLEP) exam scores, if CLEP exams were taken.
- Immunization data as required by North Carolina law. Immunization records should be sent directly to UNC Asheville Health Services after official notification of acceptance. (See Health and Counseling Services 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 2.70 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 the following.

- A completed application for admission.
- A \$75 application fee. This is a non-refundable processing charge and does not apply to any other university fee.
- 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 and Financial Aid.
- Official College Level Examination Program (CLEP) scores, if CLEP exams were taken.
- Immunization data as required by North Carolina law. Immunization records should be sent directly to UNC Asheville Health Services after official notification of acceptance. (See Health and Counseling Services for details.)

Non-Degree Students

Applicants who wish to take college courses but have no clear intention of obtaining a degree may be admitted to the university as non-degree students. Non-degree applicants under the age of 21 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 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 Registrar. Rules on

academic eligibility apply to non-degree students. A \$35 non-refundable application fee is required.

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 the following.

- A completed M.L.A.S. application form.
- An application fee of \$60. This is a non-refundable processing charge and does not apply to any other university fee.
- Official transcripts of all undergraduate and graduate work previously undertaken
- Three letters of academic recommendation.
- 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 these scores are 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.

Returning Students

Any UNC 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 \$75 application fee will be required in those cases where the student has enrolled elsewhere since being enrolled at UNC Asheville.

Students who did not attend another institution and are remaining in the same status should complete the Application for Readmission, available on the Office of the Registrar website. A \$20 non-refundable application fee is required.

All returning students must provide immunization data as required by North Carolina law. Immunization records should be sent directly to UNC Asheville Health Services after official notification of acceptance. (See Health and Counseling Center for details.)

Visiting Students

Students from other colleges or universities may attend the University of North Carolina 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. (See Health and Counseling Center for details.)

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.

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Visiting enrollment does not constitute regular admission to the UNC Asheville. A separate application must be submitted for each semester a student is visiting. A \$35 non-refundable fee is required with each application.

Dual Enrollment

Rising high school seniors may apply for Dual Enrollment admission to UNC Asheville for the purpose of taking courses not offered by their high school. Course enrollment at UNC Asheville is determined by availability of space in the classes selected. There is no application fee. Applications for Dual Enrollment are valid for one semester only, and will be reviewed on a case-by-case rolling basis. A new application must be submitted for each semester a student wishes to take UNC Asheville courses. All tuition and fees associated with enrollment are due at the time of registration.

To be eligible for dual enrollment at UNC Asheville, students must complete the following.

- Meet the Minimum Course Requirements for the UNC system, except senior English and a fourth year of Math.
- Meet two of the following standards:
 - rank in top 25 percent of their high school class
 - have a minimum GPA of 3.60
 - Have SAT Reasoning Test minimum score of 1150 on Math and Critical Reading or ACT Test minimum composite score of 25
- Submit a completed and signed UNC Asheville Dual Enrollment Application which includes a signed permission from the high school principal and/or designated school official with approved course selections.
- Submit official SAT Reasoning Test or ACT Test scores.
- Submit an official high school transcript.

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, the 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 Conditional Readmission applicants.

A student approved to return 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 universitywide 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.

Deferral of Admission

Students wishing to defer their admission to the university for one semester should notify the Office of Admissions and Financial Aid to inform the university 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. All first-time, first-year freshmen are required to live on campus during their initial academic year on campus. Additional information may be found in the Student Affairs section of this catalog.

RESIDENCY**Residence Status for Tuition Payment**

A student's residency classification determines their in-state or out-of-state status for tuition purposes, and may impact admission, scholarship or financial aid eligibility. State law mandates that only those who can demonstrate 12 months of uninterrupted domicile in North Carolina are eligible for in-state tuition. 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.

Residency determinations for all undergraduate, degree-seeking and non-degree students, applying for admission or readmission to UNC system schools are made by the centralized, state-wide Residency Determination Service (RDS). Individual institutions do not determine residency status for undergraduate students.

Residency determinations for all UNC system graduate students applying for admission or readmission are made by the individual campuses.

For more information, visit <https://registrar.unca.edu/nc-residency>.

EXPENSES, TUITION AND FEES, 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 throughout the semester depending upon the student’s activities. Students are responsible for monitoring their account and for keeping contact information updated 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 2018-19—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 for summer are on a per credit basis.

Tuition and Required Fees—Undergraduate	In-State Residents	Out-of-State Residents
12 or more semester hours (full-time)	\$ 3572.50	\$ 11934.00
9, 10 or 11 semester hours (3/4 time)	2687.50	8958.63
6, 7 or 8 semester hours (1/2 time)	1802.50	5983.25
1, 2, 3, 4 or 5 semester hours	917.50	3007.88

Tuition and Required Fees—Undergraduate	In-State Residents Eligible for Fixed Tuition (effective Fall 2016)
12 or more semester hours (full-time)	\$ 3532.00
9, 10 or 11 semester hours (3/4 time)	2657.13
6, 7 or 8 semester hours (1/2 time)	1782.25
1, 2, 3, 4 or 5 semester hours	907.38

Tuition and Required Fees—Graduate	In-State Residents	Out-of-State Residents
9 or more semester hours (full time)	\$ 3968.50	\$ 12129.50
6, 7 or 8 semester hours (3/4 time)	2984.50	9105.25
3, 4 or 5 semester hours (1/2 time)	2000.50	6081.00
1, 2 semester hours (1/4 time)	1016.50	3056.75

Residence Hall Rooms (per semester unless noted otherwise)

Founders Hall	\$ 2644.00
Governors Hall	2644.00
Governors Hall (single)	3364.00
Governors Village (single)	3364.00
Mills Hall	2644.00
Moore Hall (single)	3364.00
Ponder Hall	2719.00
Ponder Hall (single)	3464.00
South Ridge	2644.00
The Woods	3578.00
The Woods (single)	4028.00
The Woods (year-round)	4571.00
The Woods (year-round single)	5146.00
West Ridge	2644.00

Meal Plan (per semester)	\$ 2046.00
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Required Fees

The required fees support student activities, athletic and recreational facilities, technology, transportation, bond issue requirements, and auxiliary services including health services. The breakdown of fees is available at studentaccounts.unca.edu/required-fees. The fees for summer are prorated based on the number of registered hours. Required fees cannot be waived or reduced.

North Carolina Fixed Tuition Program

The UNC System has implemented a fixed tuition program as defined by North Carolina General Statute § 116-143.9. Beginning with students entering fall 2016, incoming UNC Asheville in-state, undergraduate degree-seeking students are eligible for the same tuition rate for eight semesters of continuous enrollment. Incoming transfer students are eligible for the same tuition rate for eight semesters of continuous enrollment, less the number of equivalent transfer semesters. One equivalent transfer semester is defined as 0-15 hours of accepted transfer credit post high school. Required fees are not included in the tuition rate and may increase annually.

Continuous enrollment is defined as a student being consecutively enrolled at UNC Asheville for the fall and spring semesters in courses creditable toward a baccalaureate degree. Students are not required to be enrolled during the summer term(s) to maintain continuous enrollment. If students are not enrolled in two consecutive semesters at UNC Asheville, excluding summer, they lose their eligibility for their fixed tuition rate. The student can take advantage of fixed tuition later, but their eligibility must be recalculated and will reflect the prevailing tuition rate at the time they return. The statute includes some flexibility regarding students who encounter a substantial disruption in their continuous enrollment due to military service obligation, serious medical debilitation or short- or long-term disability.

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 (\$1293.88 per semester) is placed on their account.

Students who have another health insurance policy **MUST** apply for a waiver at www.studentbluenc.com. Blue Cross Blue Shield reviews the policy information provided by the student. Once verified, a health insurance waiver will credit the student's account to offset the insurance charge. If the policy information is not verified or a waiver is not submitted, the student will be added to the University policy, and will be required to pay for the insurance coverage, regardless of other coverage.

Tuition Deposit

Each degree-seeking applicant must remit a tuition deposit of \$150. This deposit is applied to the student's tuition costs for the first semester of attendance at UNC Asheville. 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.

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 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 also must submit a tuition deposit of \$150 by the appropriate deadline for readmission.

Housing Deposit

A \$150 housing 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 residence at UNC Asheville.

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Students living in the residence halls (with the exception of The Woods apartments) are required to purchase a meal plan. Food service is provided in the Brown 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 Director of Student Accounts 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 Student Accounts Office, studentaccounts.unca.edu/withdrawing-unc-asheville.
4. Refunds for the residence hall and meal plan are prorated during the first 6 weeks of classes.

OTHER FEES AND CHARGES

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 for Non-Degree Students

The matriculation fee for non-degree seeking students is \$12.50 per semester.

Parking Permit Fee

Students who wish to bring a car and park it on campus must purchase a Parking Permit for \$150.00. If a parking permit is not purchased, the student may not bring a car to campus. First-time, first-year students 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 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 \$600 per semester.

Students seeking a degree in Engineering are assessed an Engineering Enhancement fee. The fee will be set at a level no higher than \$500 per year in the first year (2018-19). The fee will be set at a maximum of \$1,000 per year in the second year (2019-20). The fee is charged each semester based on the number of Engineering course credit hours in which the student is enrolled. Additional information is available at <https://engineering.unca.edu/engineering-enhancement-fee-faq>.

For students seeking teacher licensure, North Carolina charges a fee for the processing and issuance of the initial license to teach in the state school system, as well as a fee for the processing and issuance of the license 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.

Late Graduation Application Fee

Students must submit an online application for graduation by 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

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

UNC Asheville offers 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 will 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 Free Application for Federal Student Aid (FAFSA) at <https://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 will be available October 1 of the preceding calendar year. Financial aid will be awarded on the basis of need as funding permits. Financial aid packages are made to students only after they have been offered admission for a given term.

The types of financial aid offered by UNC Asheville are outlined below. Additional information is available from the Office of Financial Aid's website, <https://financialaid.unca.edu/>.

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

How Need Is Assessed

Financial need is determined by the FAFSA. The FAFSA provides UNC Asheville with an Expected Family Contribution (EFC). The EFC is subtracted from the estimated cost of attendance (COA). If the EFC is less than the COA, the student is determined to have a financial need and could receive grants, work study and loans. If the EFC is greater than the COA, the student is determined to have no financial need and may receive only unsubsidized loans and/or merit scholarships.

Eligibility for Financial Aid

Students eligible to receive financial aid are as follows: degree-seeking undergraduates pursuing their first baccalaureate degree with fewer than 180 cumulative attempted credit hours (including transfer hours); degree-seeking students pursuing a second undergraduate degree with fewer than 230 attempted hours; and teacher licensure students who are enrolled in courses required to complete the licensure program.

Visiting students, non-degree seeking students, and students who have exceeded the Maximum Time Limit (see Satisfactory Academic Progress policy) are not eligible to receive financial aid.

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. Students who are taking a Term I or Term II course within a semester could have adjustments made to their Financial Aid if they drop the course and it brings their enrollment below full-time status.

FEDERAL FUNDS

Federal Pell Grant Program

Federal Pell Grants are awarded based on the student’s financial need, cost of attendance, status as a full-time or part-time student, and whether they will attend school for a full academic year. The maximum value of the Pell Grant can change annually based on federal funding. The Pell Grant does not have to be repaid. Students apply for a federal Pell Grant by completing a FAFSA.

Federal Supplemental Education Opportunity Grant

This grant provides assistance for students with exceptional financial need. It does not have to be repaid. This grant is funded by the federal government. Students apply for this grant by completing a FAFSA.

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. Students must indicate they are interested in Federal Work-Study on their FAFSA.

Federal Direct Loan Program

The Federal Direct Loan is a long-term, low-interest loan. It is designed to provide students with additional funds for college. Loan funds are borrowed in the student’s name, making the student responsible for repayment. This program includes both Subsidized and Unsubsidized loans. Students must complete a FAFSA to apply for this program. For more eligibility information, visit the Office of Financial Aid website, <https://financialaid.unca.edu>.

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

Parents of full-time or part-time dependent undergraduate students may borrow amounts that equal cost minus financial aid. Applications are available at <https://studentloans.gov/myDirectLoan/index.action>.

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

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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 program provides grants of up to \$4,000 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

This scholarship is awarded by the State of North Carolina. It is provided on the basis of financial need 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 amount. Students are not eligible for this funding once they have 132 attempted credit hours. Students must complete a FAFSA to be eligible for this funding.

Incentive Scholarship and Grant Program for Native Americans

The North Carolina General Assembly has provided funds for a number of need-based grants to resident North Carolina Native American students who attend universities within the UNC System. Eligibility for funding under this program is limited to a person qualifying as follows:

- admitted or enrolled as a student in good standing in a degree program at UNC Asheville;
- classified by North Carolina as a resident for tuition purposes;
- determined to have financial need by UNC Asheville; and
- is 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. Students must complete a FAFSA to be eligible for this funding.

INSTITUTIONAL GRANTS

The UNC Asheville Academic Grant

The UNC Asheville Academic Grant is available to both first-time, first-year freshman students as well as transfer students for use in the fall and spring semesters. The Academic Grant is awarded as a resource to support student success based on both academic merit and financial need. Demonstrated need is required for the grant, so students interested in the Academic Grant must submit the FAFSA each year to be considered.

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 has limited funding.

UNIVERSITY SCHOLARSHIPS

The Pisgah Scholars Program

The Pisgah Scholars Program is a comprehensive scholarship program offered exclusively to first-time, first-year freshman applicants admitted to UNC Asheville. Students are considered for the Pisgah Scholars program following a comprehensive review of their academic and non-academic information to demonstrate their potential for excellence as members of the UNC Asheville community. The criteria considered when reviewing a candidate as a Pisgah Scholar include, but are not limited to:

- Academic excellence, as demonstrated by a high grade point average during high school or above average scores on the SAT or ACT
- Interest in or passion for an academic program offered by UNC Asheville
- Extracurricular engagement
- Exemplary community service or community leadership

Pisgah Scholars scholarships are available for up to eight consecutive semesters (4 years), beginning with the student's initial enrollment as a first-time, first year student. Recipients will retain the Pisgah Scholars designation, and the corresponding scholarship value, provided they maintain a minimum 3.0 cumulative grade-point average (GPA) at UNC Asheville and remain continuously enrolled as full-time, degree-seeking students. Pisgah Scholars who have a break in their enrollment risk losing the Pisgah Scholars designation, along with the corresponding scholarship value, for the remainder of their enrollment at UNC Asheville.

Awarding of the Pisgah Scholars scholarships occurs after applicants are offered admission and continues as long as funding is available. Therefore, candidates who are interested in receiving consideration as Pisgah Scholars are encouraged to apply for admission as early as possible to maximize the possibility of full consideration for the award. Pisgah Scholars will be initially announced around December 15. After December 15, Pisgah Scholars will be notified of their selection within 2-3 weeks of their initial offer of admission. All recipients will be notified of their Pisgah Scholar designation in writing.

Transfer Scholarships

Students seeking to transfer to UNC Asheville can also be considered for scholarship opportunities based on the merits of their application. Transfer students who demonstrate strong academic achievement through either their grade point average or a body of coursework that would demonstrate high probability of success at UNC Asheville will automatically be considered for scholarships as part of their application for admission.

These scholarships are renewable and may be received for a second year as long as the student remains enrolled full-time and maintains at least a 3.0 cumulative GPA at UNC Asheville. The awarding of Transfer Scholarships is based on fund availability.

Transfer students seeking to be considered for merit scholarship opportunities must apply to UNC Asheville by April 15 if they seek admission to the fall semester, or by November 15 if they seek admission to the spring semester.

Departmental Academic Scholarships

Through the generosity of past and present donors, UNC Asheville offers a variety of scholarships to continuing students who succeed in their academic programs. These scholarships are awarded by academic departments in accordance with federal guidelines and based on specified criteria. To be considered, students should submit their FAFSA to the federal processor

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by March 1 and ensure they have completed any applications required by their academic department.

These scholarships are typically non-renewable and are subject to applicant pool and fund availability. UNC Asheville's academic department scholarships are merit-based and require a minimum 3.0 GPA with few exceptions. Some academic department scholarships require a student show need through a FAFSA application.

SATISFACTORY ACADEMIC PROGRESS (SAP) 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 and effect eligibility for financial aid.

The SAP policy must measure a student's progress both qualitatively (Cumulative 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 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 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, with all passing grades, a full-time semester of coursework before appealing for reinstatement.

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 SAP 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 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.

Maximum Time Limit Measure

To remain eligible for financial aid, undergraduate students seeking their first baccalaureate degree must complete their requirements within 150% of the published length of their academic program, including students seeking more than one major or minor. Therefore, students seeking a first baccalaureate degree must complete their requirements within 180 attempted hours to remain eligible for financial aid. However, because most UNC Asheville programs require no more than 120 hours to complete, students are not eligible to receive additional Title IV aid once they have fulfilled requirements to graduate. 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 aid.

Student records are evaluated at the end of each semester for SAP. If this 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 **will not** be eligible for federal, state or institutional aid once they exceed the Maximum Time Limit, even if they have not graduated.

Exceptions to the 180 Credit-Hour Maximum for the First Baccalaureate Degree

- Students in the Engineering-Mechatronics program must complete their requirements in 192 cumulative attempted hours.
- Students seeking a Bachelor of Fine Arts degree must complete their requirements in 188 cumulative attempted hours.

Satisfactory Academic Progress for Post-Baccalaureate and Teacher Licensure Students

Students seeking a second undergraduate degree or teacher licensure are subject to the same SAP requirements as listed above for students seeking their initial baccalaureate degree. Students seeking a second undergraduate degree must complete their requirements within 230 cumulative attempted hours. Students in the Teacher Licensure programs must complete their requirements in 192 cumulative attempted hours.

Satisfactory Academic Progress for Graduate Students

Graduate (MLAS) students must maintain a cumulative grade point average of 3.0 or higher and may not fail or withdraw from any classes to remain eligible for financial aid. Graduate students do not receive a warning period. Students pursuing a graduate degree in the Master of Liberal Arts and Sciences program must complete their degree in 54 cumulative attempted hours.

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.

Warning Status

Warning status for financial aid 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. Students must then appeal to receive additional financial 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.

Cancellation Status

Failure to achieve the required GPA and/or completion ratio while on Warning status will result in a student's financial aid being cancelled. Students are not eligible to receive financial aid when in Cancellation status. To regain eligibility to receive financial aid, 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 Cancellation status without a semester of Warning status. 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.

Students with extenuating circumstances may be eligible to appeal for reinstatement of aid (see Satisfactory Academic Progress Appeal Process section).

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); and
- successfully completing a minimum of 67% of the attempted coursework at UNC Asheville.

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 (SAP) Appeal form, available at <https://financialaid.unca.edu/forms/>.
2. Attach a personal letter, describing, in detail, the extenuating circumstances that led to the loss of Satisfactory Academic Progress, and what steps will be taken to assure SAP will be maintained 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 Office of Financial Aid at least 30 days prior to the start of the semester for which the student is 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 Period

Financial aid probation occurs for all students who fail to make SAP and/or have appealed. It may also occur for students whose eligibility for financial aid was conditionally reinstated. The Office of Financial Aid may impose conditions for student's continued eligibility to receive financial aid during this period. If the Office of Financial Aid does not 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 financial aid will be canceled until the student can regain SAP standards. The student should be prepared to pay expenses out-of-pocket until SAP is re-established. After the financial aid probation period, 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.

Repayment for Returned Financial Aid

UNC Asheville has a federally mandated Return of Funds Policy that governs the return of federal financial aid 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, or is removed from the University for disciplinary or conduct reasons, they 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.

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, Highsmith Student Union, Campus Recreation, International Student Services, Multicultural Student Programs and the Intercultural Center, Student Health and Counseling, University Police and Public Safety, Title IX Office, 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, transition Student Programs, parent programs, and veteran programs and services. Additional information about these programs is available at <https://transition.unca.edu/>.

New Student Orientation Programs

- **Embark Orientation**—Freshman **embark** orientation 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** orientation, new students learn about navigating the university's academic requirements and 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 and family **embark** orientation session is offered in concurrence with each student **embark** session. Parent and family is designed to educate parents and family members about the nuts and bolts of sending their student to college, and also connects them with staff and important university resources.

- **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 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 during the weekend prior to the start of fall semester 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.

Transition Student Programs

The transition Student Program is designed specifically for new UNC Asheville students who fall into any of the following categories: transfer students, veteran students, freshmen not living on campus, first generation college students, and students older than 24 years of age. The transition process continues throughout the academic year, with workshops and programs comprising the majority of transition Student Programs, which highlight resources specifically geared towards helping new students succeed 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 three times 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 and other family members to return to campus and visit their student, as well as to participate in activities that will deepen their connection to 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 Office of Transition and Parent Programs oversees the recognition of military-affiliated holidays, such as Patriot Day and Veterans Day. Additionally, 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.

HIGHSMITH STUDENT UNION

The Highsmith Student Union is more than just a building. It is an organization that provides programming, services and opportunities that enhance the knowledge, understanding and skills necessary for personal development. Highsmith Student Union is responsible for Student Organization Services, Student Leadership Programs, Fraternity & Sorority Life, Off-Campus Student Programs, Asheville Campus Entertainment, Campus Programming, and Highsmith Student Union building reservations and operations. For more information, visit the Highsmith Student Union website at <http://highsmithunion.unca.edu/>.

Student Union

The Highsmith Student Union is the center of UNC Asheville's campus life by providing dynamic spaces for interactions between students, faculty, staff, and the community. With more than 79,000 square feet, Highsmith Student Union offers a student organization lounge, meeting rooms, performance venues, game room, the Intercultural Center, and casual lounge spaces throughout the building. Services located in the building include Veteran Center for Excellence, general use computers, the Food Court, the University Bookstore, OneCard, the Bike Shop, vending machines, Student Mail Center, and the FreeStore. In addition, there are administrative offices for Highsmith Student Union, the Career Center, the office of Multicultural Affairs, International Student Services, Transition and Parent Programs, the Key Center and the Vice Chancellor for Student Affairs.

Construction of a large multi-purpose room, and renovations to existing spaces to create the Student Life Porch, will bring the student experience to the front and center of the building, providing meeting spaces and open areas for student organizations, as well as a gallery to showcase student art and to share the work of the Intercultural Center.

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 70 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 development and enhance their leadership skills on any level. Whether as a member of any of the over 60 student organizations, or just interest in identifying one's own leadership path, students can develop skills through participation in one or more of our leadership development

workshops, induction into Omicron Delta Kappa (National Leadership Society), or by participating in our UNC Asheville Leadership Summit held every spring.

Fraternity and Sorority Life

The UNC Asheville Fraternity and Sorority community promotes the personal, social, intellectual, ethical, and leadership development of all chapter members. The advancement of the fraternity and sorority community at UNC Asheville is seen as an ongoing recruitment effort to foster a supportive environment of brotherhood and sisterhood that is grounded in strong values. The following national and international organizations have chapters at UNC Asheville: Alpha Sigma Phi, Alpha Xi Delta, Gamma Phi Beta and Sigma Nu.

Off-Campus Student Programs

UNC Asheville students living off-campus are an important part of our community, and Off-Campus Student Programs works to engage these students in programs, leadership opportunities, membership in student organizations, and more. Resources are provided to connect students to various collaborative programs offered regularly throughout the semester.

Asheville Campus Entertainment

Many of UNC Asheville's extracurricular campus-wide events are sponsored by Asheville Campus Entertainment (ACE) the student-run campus activities board. ACE organizes several events each month including movie nights, concerts, speakers and do-it-yourself events that are FREE to students. Students interested in planning and coordinating campus events are encouraged to join ACE. ACE 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.

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 Highsmith Student Union, Campus Recreation, Residential Education, Health and Counseling Services, and Multicultural Student Programs.

In addition to sponsoring Asheville Campus Entertainment, Highsmith Student Union sponsors a number of events of its own, including open mics, trivia nights, and movies.

For information about upcoming events, students can check the latest student events online at highsmithunion.unca.edu or by downloading the UNCA Now App on the Apple App Store or Google Play Store.

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/>.

INTERNATIONAL STUDENT SERVICES

International Student Services provides programming and academic advising for international students that assists with their transition to the United States and the UNC Asheville community. Programs are designed to help international students succeed academically and socially during their time at UNC Asheville and beyond.

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. 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.

TITLE IX OFFICE

The Title IX Office of UNC Asheville has two locations on campus—one in Highsmith Student Union and one in Governors Hall. Title IX prohibits discrimination on the basis of sex or gender in educational programs and activities receiving federal financial assistance. Therefore, the Title IX Office coordinates preventive programs, investigates reports of sexual misconduct, and ensures that the University of North Carolina Asheville complies with all state and federal mandates. Acts of sexual misconduct, including sexual violence, sexual harassment, dating

violence, domestic violence and stalking jeopardize the health and welfare of our campus community and have the potential to impede a student's academic success and will not be tolerated. The Title IX Office is also made aware of faculty and staff incidents and, with the assistance of Human Resources, will determine if such incidents should be addressed through this office.

The University has established procedures for preventing, responding and investigating all allegations of sexual misconduct. The Title IX Office ensures that reports are addressed through our procedures and policies, and that the incident is resolved in a timely, fair and impartial manner. Reports are investigated based on the policies and procedures of the University where the safety and security of all faculty, staff, students, and guests, along with compliance with Title IX, is of the utmost importance.

Additional information may be found on the Title IX website, <https://titleix.unca.edu/>.

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 and double rooms in suite-style living arrangements and newly constructed apartment-style buildings.

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.

The resident hall areas are 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. All areas offer computer labs, laboratories, kitchens, laundry facilities and lounges for students to study or relax. High-speed Internet access via wired and wireless connections and laundry use are included in the housing package at no additional cost. All of our residence halls have streaming cable television service (IPTV) through <https://unca.philo.com>. Additionally, all of our non-apartment style residence halls offer traditional cable television service as well. Apartments in The Woods come with a Roku stick in the living area to assist with IPTV service.

The Woods is the newest addition to the University's residence halls. The apartment-style community, available to juniors and seniors, was built based on student input, ranging from

furniture and flooring selections, to overall design. The buildings offer a mixture of single rooms and double rooms, one laundry room per building, and one Resident Assistant per building. Each apartment is fully furnished and has a full living room, a full kitchen, and two bathrooms. Students living in The Woods are not required to purchase a residential meal plan, but they can choose to purchase either a regular meal plan or a block meal plan. Residents of The Woods can select the option to be either an academic year resident, or a year-round resident, which means they will not be required to leave during break periods when our other residence halls close. In addition to the 5 halls that make up the Woods residential section, there is a multipurpose building, Chestnut Hall, which will serve both The Woods residents and the campus. Chestnut Hall features a multipurpose room/visitor's center, a fitness room, and the Community Director residence.

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 submit a special request form to the office of the Dean of Students. 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 breach of contract 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/non-residential-student-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 win 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 is a member of the Big South Conference. UNC Asheville offers 16 sports including baseball, basketball, cross country, indoor and outdoor track, soccer and tennis for men, and basketball, cross country, golf, indoor and outdoor track, soccer, swimming, tennis and volleyball for women.

UNC Asheville student-athletes consistently perform well in the classroom. In the past academic year, fourteen of our sixteen teams earned a perfect 1000 score in the national NCAA Academic Performance Rate (APR) recognition for their work in the classroom.

The 2017-18 UNC Asheville women's basketball team made its third straight appearance in a postseason event with the Bulldogs hosting a game in the Women's Basketball Invitational. The Bulldogs also played in their third straight Big South Tournament championship game. UNC Asheville finished the 2017-18 season with 12 wins in Big South Conference play to mark just the second 12-plus-win season in league action in program history.

The 2017-18 UNC Asheville men's basketball team had a historic year once again for the Bulldogs. The season featured a second straight regular-season Big South Conference championship for the Bulldogs, and UNC Asheville's third straight postseason appearance with the Bulldogs playing in the 2018 National Invitation Tournament. UNC Asheville men's basketball picked up its seventh Big South Conference regular-season title (1996-96, 1997-98, 2001-02, 2007-08, 2011-12, 2016-17, and 2017-18) this past season. The Bulldogs continued to set the standard in the Big South this past season by becoming the first program in league history to win 15 games or more for 11 straight seasons. The Bulldogs have also now won 10 or more league games in a season in a record 11 straight seasons.

Other teams winning Big South Conference Championships and advancing to the NCAA's include Baseball in 2006 and Women's Soccer in 2006.

Athletic Facilities

The UNC Asheville Athletics Department utilizes various on-campus and community facilities for its 16 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 houses 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.
- The Cliffs at Walnut Cove serves as the home facility for the UNC Asheville women's golf team. The Jack Nicklaus Signature Design opened in 2005 and was recognized by the PGA Tour as the only championship golf course to debut in tournament-ready condition.

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.

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 disability needs accommodations, that request should be submitted in writing to the Office of Academic Accessibility. Accommodations may be requested at any time following admission or when in attendance at the University. Accommodation requests will be processed in a timely manner; however, students should allow at least 21 days from initial request for a finalized decision.

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 Senior Director of Student Success with a copy to the student. The Senior Director of Student Success 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 Senior Director of Student Success 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 Senior Director of Student Success. 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 Senior Director of Student Success 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.

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 Senior Director of Student Success 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 Senior Director of Student Success 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. UNC Asheville does not issue unofficial transcripts. 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 award transfer credit for 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. For credits earned more than 10 years prior to admission, up to 60 hours may be applied to general education and non-major electives. Students who completed major-applicable courses more than 10 years prior to admission will need to petition the chair of the major department for transfer credit consideration. No more than one-half of major course requirements may be transferred.

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.

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 8 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 125, 126
Chemistry	4, 5	4	CHEM 111, 132
Computer Science			
A	3, 4, 5	3	CSCI 201
Principles	3, 4, 5	3	CSCI 107
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
Second Languages and Literatures			
French			
Language	3, 4, 5	4	FREN 230 (B)
Literature	3, 4, 5	4	FREN 230 (B)
German			
	3	4	GERM 210
	4, 5	8	GERM 210, 220
Latin			
	3	4	CLAS 101
	4, 5	4	CLAS 102
Spanish			
Language	3	4	SPAN 210
	4, 5	8	SPAN 210, 220 (B)
Literature	3	4	SPAN 210
	4, 5	8	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	4	HIST 151, 152 (C)
United States	4, 5	4	HIST 101, 102
World	3, 4, 5	4	HIST 151, 152 (C)
Human Geography	3, 4, 5	3	EDUC 130

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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

1 or 2	3	4	Physics elective and fulfillment of Laboratory Science requirement
1	4, 5	4	PHYS 131
2	4, 5	4	PHYS 231
B	3	4	Physics elective and fulfillment of Laboratory Science requirement
	4, 5	8	PHYS 131, 231
C (Mechanics)	3, 4, 5	4	PHYS 221
C (Electricity and Magnetism)	3	4	PHYS 231
	4, 5	8	PHYS 221, 222

Psychology 3, 4, 5 4 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.

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 125, 126
Chemistry	5	3	CHEM 132
	6, 7	4	CHEM 233
Computing Studies	5, 6, 7	3	CSCI 107
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	4	HIST 101, 102
History Europe	5, 6, 7	4	HIST 151, 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	8	PHYS 131, 231
	6, 7	8	PHYS 221, 222
Psychology	4, 5, 6, 7	4	PSYC 100
Social Anthropology	5, 6, 7	4	ANTH 100
Spanish A/B	4	4	SPAN 110
	5, 6, 7	4	SPAN 130

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.

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.

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 Student Accounts 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 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 8th week of class, and a Term I or Term II course through the end of the 16th 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 submit a Withdrawal Form to the OneStop Student Services Office. Students are strongly encouraged to consult with their advisor if they have any questions regarding the withdrawal. The official withdrawal date is the date on which the student submits the Withdrawal Form to the OneStop Student Services

Office. The instructor of the course and the student's advisor are notified when the withdrawal is processed.

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 to the OneStop Student Services office. In order for a petition for a late withdrawal to be considered, students are required to demonstrate they have been participating in the class and are receiving a passing grade. Final approval for late withdrawals 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 8th 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 Senior Director of Student Success 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	F	Zero quality points
A-	3.67 quality points	D+	1.33 quality points
B+	3.33 quality points	U	Unsatisfactory (zero quality points)
B	3.00 quality points	S	Satisfactory
B-	2.67 quality points	X/Y	Audit (no credit)
C+	2.33 quality points	W	Withdrawal
C	2.00 quality points	I	Incomplete
C-	1.67 quality points	IP	In-Progress
D	1.00 quality point	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).

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.

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 without approval from the Registrar.

Procedures for Incomplete Grades

- Instructors who assign a grade of Incomplete (I) at the end of the semester must complete an online form, available on the Office of the Registrar website, that gathers information about the student's remaining assignments.
- 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 Registrar 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 12 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.

Major Competency and Proficiency Examinations

Major Competency. A demonstration of competency in the major field (or, in the case of students not pursuing a traditional major program, in an area of academic concentration) is required of every degree candidate. 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. Writing and information literacy appropriate to the major field of study will be integrated into the degree candidate's demonstration of competency. As a condition of graduation, any academic deficiencies or weaknesses revealed by the demonstration of competency must be corrected to the satisfaction of the supervising faculty group.

Proficiency Examinations. 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 Student Accounts Office prior to the administration of the exam.

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. OR 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 who are within 8 hours of completing their remaining requirements for graduation may participate in the commencement ceremony immediately preceding their final term, provided they have applied for graduation and are registered for the remaining requirements. 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.

- 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.
- 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.
- 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.
- 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.
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 undergraduate 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

REQUIREMENTS FOR THE BACCALAUREATE DEGREE

Students receiving a baccalaureate degree must satisfactorily complete a minimum of 120 semester hours of credit. Majors requiring more than 120 hours for graduation indicate this 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 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.

LIBERAL ARTS CORE (LAC)

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, <https://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 Seminar	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 second semester)	0-4 semester hours
Arts and Ideas	3 semester hours
Senior Capstone	4 semester hours
Diversity Intensive	3 semester hours

First-Year Seminar (3 semester hours)

The First-Year Seminar, 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 first-year students and must be taken within their first two semesters at UNC Asheville. 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 academic advising, effective use of college resources, and an appreciation of the rhythms of the academic year.

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 on campus and in the larger Asheville community.

Students may receive credit for only one section of LA 178. The First-Year Seminar cannot count for any other LAC or departmental curriculum requirement. If a student does not receive a grade of C or better in LA 178 and wishes to replace that grade, they may do so by completing another LA 178 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 rhetorical situations and choices. It also introduces students to various discourse communities, modes, and conventions; research and information literacy skills, and the revision process. LANG 120 must be completed within the first two semesters of enrollment at UNC Asheville.

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, 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 from 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.

MAJOR FIELDS OF CONCENTRATION, OPTIONAL MINORS AND OPTIONAL INTERDISCIPLINARY CERTIFICATES

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. The requirements for each major and all course descriptions are found in the Academic Departments, Programs and Courses section of the catalog.

A student may major in more than one subject by completing the requirements of each major. A student who concurrently completes the requirements for two majors 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.

Declaration of Major

Students are required to declare a major once they have earned 60 semester hours. Students who do not declare a major after earning 60 semester hours will have a hold placed on their records that prevents registration. Some majors require the completion of specific prerequisites prior to declaring. These will be listed in the departmental sections of the catalog.

Students initiate the declaration process by submitting the online Major Declaration form available on the Office of the Registrar's website.

Students are subject to the major and concentration requirements in effect at the time they declare, or change, their major or major concentration. Only enrolled, degree-seeking students may declare majors.

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)	Languages and Literatures (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 (B.A.)
Classics (B.A.)	Music Technology (B.S.)
Computer Science (B.S.)	New Media (B.A.)
Drama (B.A.)	Philosophy (B.A.)
Economics (B.A.)	Physics (B.S.)
Engineering (B.S.E.-Joint Degree w/NC State)	Political Science (B.A.)
English (B.A.)	Psychology (B.A.)
Environmental Studies (B.S.)	Religious Studies (B.A.)
Health and Wellness Promotion (B.S.)	Sociology (B.A.)
History (B.A.)	Women, Gender, Sexuality Studies (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 a joint degree program offered cooperatively with North Carolina State University, summer instruction and studies abroad.

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.

Declaration of Optional Minor

Students eligible to declare majors may also declare minors in those subjects where minors have been established. Students initiate the declaration process by submitting the online Minor Declaration form available on the Office of the Registrar's website.

Students are subject to the minor requirements in effect at the time they declare. Minors must be officially declared before the deadline for applying for graduation. Minors are available in the fields listed below:

Accounting	Health and Wellness Promotion
Africana Studies	History
American Indian and Indigenous Studies	Human Rights Studies
Anthropology	Humanities
Art	International Studies
Art History	Latin American and Transatlantic Studies
Arts Management and Entrepreneurship	Legal Studies
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
English	Sociology
Environmental Studies	Spanish
French	U.S. Ethnic Studies
German	Women, Gender and Sexuality Studies

OPTIONAL INTERDISCIPLINARY CERTIFICATES

In addition to the major field of study and optional minor fields of concentration, undergraduate degree-seeking students may also choose to complete one or more interdisciplinary certificates. Constituent courses in interdisciplinary certificate programs approach a topic or issue from multiple disciplinary perspectives and highlight connections between concurrent or consecutive courses comprising the certificate. Undergraduate certificates include an engaged experience such as a cornerstone course, a capstone course, or another high impact educational practice such as UNC Asheville faculty-led study abroad, cross-course projects, undergraduate research, or service learning. Interdisciplinary certificates will be recorded along with majors and minors on the student's permanent transcript.

Specific requirements for an interdisciplinary undergraduate certificate are as follows:

- A minimum of 4 courses from an approved set of courses
- A minimum of 12 semester hours
- Courses must represent at least two different disciplines (as determined by course prefix) from two different departments
- No more than eight of the required 12 semester hours that a student applies toward an interdisciplinary certificate may have the same course prefix
- No more than 8 hours from a declared major or minor may be applied toward an interdisciplinary certificate
- At least 3 of the 12 hours must be at the 300-400 level
- All courses used for the certificate must be completed at UNC Asheville
- HUM 124, 214, 324, 414, LA 178 and 478 may not be included in the list of courses for the certificate
- Students must have a minimum cumulative C (2.0) average on all courses used for the certificate
- Interdisciplinary certificates may only be completed in conjunction with completion of an undergraduate degree at UNC Asheville

Interdisciplinary Certificates are currently available in Contemplative Inquiry and Food, Food Systems and Culture. See *Interdisciplinary Certificates* in the *Academic Departments, Programs and Courses* section of the catalog for the specific requirements for these.

Declaration of Optional Undergraduate Interdisciplinary Certificate

Students initiate the declaration process by contacting the appropriate certificate coordinator. Together, they complete an Interdisciplinary Certificate Declaration form that is then submitted to the Office of the Registrar in OneStop Student Services. Students are subject to the requirements in effect at the time they formally declare the interdisciplinary certificate. Students are responsible for knowing their certificate requirements and for completing them. In certificates with a designated capstone experience, the declaration must occur before enrolling in the capstone course. In all instances, certificates must be officially declared before the deadline for applying for graduation.

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 integrating electrical engineering, mechanical engineering, and computer and control engineering. Mechatronics engineering focuses on the precision control of mechanical and machine systems. In today's engineering systems, control is achieved electronically through sensors, actuators and microprocessors. The marriage of control systems with mechanical devices is key to the design and development of high performance engineering 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 in the Asheville area.

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 Rhoades Hall at UNC Asheville.

Bachelor of Science in Engineering Degree in 15 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 15 areas listed below. Students complete approximately one half of the NC State BS degree requirements while attending UNC Asheville, and then transfer to NC State.

Many NC State 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:

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

The following curricula are also supported, but must be completed on a 1+3 schedule:

- Aerospace Engineering
- Biological Engineering
- Biomedical Engineering
- Chemical Engineering
- Materials Science and Engineering
- Nuclear Engineering
- Paper Science and 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.

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 pre-professional programs in preparation for professional study in law, medicine and dentistry, and joint programs with other universities leading to degrees in specialized fields.

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 with Advising and Learning Support 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.

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

The university grants a Second Baccalaureate Degree to students who have already received a baccalaureate degree from a regionally accredited institution. The major program must be different from that for which the first baccalaureate degree was awarded. A student’s prior coursework is evaluated as transfer credit and the requirements for the Liberal Art Core are considered fulfilled. UNC Asheville does not award additional baccalaureate degrees after a student has earned two baccalaureate degrees.

Students enrolling for a second degree must complete at least 30 semester hours and at least two-thirds (2/3) of the requirements for a major at UNC Asheville, including prerequisites, correlate courses, and the demonstration of competency required for the major. Students whose initial baccalaureate degree was not earned at UNC Asheville must still have at least 120 total hours to receive a degree. For students whose first degree was earned at UNC Asheville, the 30 hours must be earned after the initial baccalaureate degree is awarded.

2. 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.

3. Post-Baccalaureate Certificate Program

The Post-Baccalaureate Certificate program provides opportunities for professionals to earn certificates in specialized areas of study. See the *Master of Liberal Arts and Sciences* section of the catalog for a full description of the certificate options and application procedures.

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.

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 Australia, England, France, Hong Kong, Japan, South Korea and Spain. We are also a member of the International Student Exchange Program (ISEP), which allow students to study at universities in over 50 countries. 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, Ghana, Germany, Greece, Ireland, Italy and Spain. 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>.

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.

Internship Opportunities

An internship is a form of experiential learning that integrates the knowledge and theory learned in the classroom with the practical application and skill development in a professional setting. As an extension of the classroom, internships give students the opportunity to gain valuable applied experience, reflect on that experience, and make connections in professional fields.

Internships are available to qualified students with Junior or Senior standing, and/or departmental approval. The amount of academic credit received will vary, but a minimum of 35 hours of work must be completed for each credit hour earned. Allocation of these internship hours, between fieldwork and classroom/assignment work, will be determined by the faculty supervisor.

The policies for internships, and the requirements for students, faculty and host agencies, can be found on the Career Center website, <https://career.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 Study 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 Study” course, and the department chair/program director approves. Once approved, the department chair or instructor submit a request to the Office of the Registrar to have the course added to the schedule for the student.

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/>.

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.

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.

ACADEMIC SUPPORT SERVICES

Accessibility Services

UNC Asheville complies with state and federal civil rights legislation intended 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 and the Office of Academic Accessibility work to ensure equal access to opportunity, university courses, programs, services, activities and full integration into the campus environment, along with reasonable accommodations for qualifying students. Accommodations are designed and developed on an individual basis with the student and are provided at no additional 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 <http://oaa.unca.edu>.

Parsons Mathematics Assistance Center

Located on the top floor of Robinson Hall, The Parsons Mathematics Assistance Center provides math help to all UNC-Asheville students without charge. Assistance is available for all 100-level and some 200-level math and statistics courses. No appointment is necessary. Hours are extensive and are posted each semester. For additional information, or to apply to be a math tutor in the lab, visit "The Math Lab's" website, <https://math.unca.edu/joseph-parsons-mathematics-assistance-center>.

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 the natural and social sciences and languages. 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 and tools as well as research and technology help and a variety of study and collaborative spaces, including a carrel that features assistive software. The library offers 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.

The library houses approximately 300,000 volumes and provides access to more than 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 600,000 ebooks, 90,000 ejournals and many specialized research databases and streaming resources, whether on campus or anywhere in the world, at any time of the day or night. Special Collections has a rich collection of local and regional archival materials, including photos, newspapers and ephemera in both print and digitized format and also houses the University Archives.

Video Production Services operates a television studio and audio recording lab and performs post-production video editing in support of academic classes.

Visitors to the library can use computing, printing, scanning and copying facilities or check out a laptop or video camera. The Media Design Lab and CrAFT Studio provide UNC

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Asheville students, faculty and staff working on technology-intensive projects with software and equipment to create and edit audio, video and graphic design objects and to design and fabricate 3D objects. The CrAFT Studio also features sound-proof study booths for presentation and some instrument practice.

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), the University Writing Center and the Center for Teaching and Learning.

Visit library.unca.edu to access library resources and services.

Career Center

The Career Center, located in 259 Highsmith, provides students and alumni with lifelong career development guidance and services. Professional staff and career peers are available to assist with selection of an academic major, career exploration, occupational information, LinkedIn profile, resume and cover letter writing, interview skills and obtaining internships, jobs and graduate schools admissions. The Career Center provides career-related workshops, on-campus job fairs, career panels and employer information sessions, and posts part-time, full-time, volunteer and internship positions on RockyLink which is accessible through OnePort. For additional information, visit the Career Center website (career.unca.edu)

The Career Center coordinates the Student Employment Program in collaboration with the Financial Aid, Human Resources and Payroll offices. For additional information, visit the Student Employment website (career.unca.edu/student-employment) for job posting, application eligibility, employment and payroll policies and procedures.

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.

IT Services for Residential Students

Information Technology Services in collaboration with the Office of Housing and Student Life Operations provides the following services to our resident students.

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

See <https://its.unca.edu/new-students> for additional information.

GRADUATE STUDIES, PROFESSIONAL EDUCATION, AND SPONSORED PROGRAMS

The Office of Graduate Studies, Professional 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 or Environmental and Cultural Sustainability. Complete information on program requirements can be found in the Master of Liberal Arts and Sciences degree section of this catalog, or at <http://mlas.unca.edu/>.

Great Smokies Writing Program

The Great Smokies Writing Program is a collaborative effort between the Creative Writing program in the UNC Asheville Department of English and the Asheville Graduate Center. The 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.

Professional Education

The Office of Professional Education and Development 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 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.

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. The Key Center, located in Highsmith Student Union, may be contacted by email at keyctr@unca.edu. Additional information is available at <http://keycenter.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.

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.

ACADEMIC DEPARTMENTS, PROGRAMS AND COURSES

GENERAL INFORMATION, NUMBERING OF COURSES AND PREFIXES

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
American Indian and Indigenous Studies	AIIS
Anthropology	ANTH
Art	ART
Art History	ARTH
Arts	ARTS
Arts Management and Entrepreneurship	AME
Asian Studies	ASIA
Astronomy	ASTR
Atmospheric Sciences	ATMS
Biology	BIOL
Chemistry	CHEM
Cherokee	CHER
Classics	CLAS
Climate Change and Society	CCS
Computer Science	CSCI
Dance	DAN
Drama	DRAM
Economics	ECON
Education	EDUC

Engineering ENGR
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
Joint Engineering-Mechatronics	JEM
Mechanical and Aerospace Engineering	MAE
Material Science and Engineering	MSE
English (MLAS curriculum)	ENG
Environmental and Cultural Sustainability	ECS
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
Human Rights Studies	HRST
Interdisciplinary Studies	IST
International Studies	INTS
Language	LANG
Languages and Literatures	LL
Latin American and Transatlantic Studies	LATS
Legal Studies	LEGL
Liberal Arts	LA
Literature	LIT
Management	MGMT
Mass Communication	MCOM
Master of Liberal Arts and Sciences	MLAS
Mathematics	MATH
Music	MUSC
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
U.S. Ethnic Studies	ETHN
Visual Media Production	VMP
Women, Gender and Sexuality Studies	WGSS
World Languages	WLNG

ACCOUNTING (ACCT)

[See Management and Accounting](#)

AFRICANA STUDIES (AFST)

Associate Professor Boakye-Boaten (Director); Associate Professor Judson; Assistant Professors Bambara, Zunguze

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.

Africana Studies Electives

ANTH	100	Introduction to Cultural Anthropology (4)
ARTH	385	African Art (4)
ARTH	386	Arts of the African Diaspora (4)
DAN	117	Caribbean and African Dance Forms (3)
HIST	302	African American History: 1865 to the Present (4)
HIST	303	Colonial North America (4)
HIST	305	Civil War and Reconstruction (4)
HIST	307	Women in the Modern Civil Rights Movements (4)
HIST	309	History of the Old South (4)
HIST	310	African American History to 1865 (4)
HIST	318	The Modern South (4)
HIST	391	The History of the Atlantic World, 1492-1820 (4)
LIT	364	Postcolonial Literature (4)
MUSC	357	Jazz History (3)
POLS	220	Introduction to American Politics (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 (4)
RELS	313	Religion in America Since 1865 (4)
SOC	312	Society, Culture and Poverty (4)
SOC	320	Sociology of Race (4)
SOC	352	Social Movements and Democracy (4)

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.

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.

350 Lusophone African Nations (4)

Explores the origins, evolution, and present-day affairs of Lusophone African nations—Portuguese-speaking societies in Africa. Primary focus is on how Angola, Cape-Verde, Guinea-Bissau, Mozambique, and São Tome & Príncipe came into being, and what has occurred culturally, politically, and socio-economically since their formation/independences. The study of Lusophone African Nations provides the basis for exploration of such local and global critical issues as colonialism/imperialism, modernity, race, class, gender, revolutions/national liberation, nation/nationalism, civil wars, marginalization, democracy, localization, and globalization in Portuguese-speaking Africa, in particular, and Africa in general. Knowledge of Portuguese is not required. Every third year Spring.

352 The Lusophone African Experience Through Cinema (4)

Explores the experience of Lusophone African nations—Portuguese-speaking societies in Africa—through the prism of cinema. Primary focus is on how Angolans, Cape-Verdeans, Guinea-Bissauans, Mozambicans, and São Tomeans have been visualized and have visualized themselves through motion picture. While students are introduced to basic formal aspects of Lusophone African Cinema (genres and aesthetic forms), the class emphasizes the social, historical, political, and cultural portrayal of the nations that have been represented in the last forty-plus years of film. The study of Lusophone African cinema provides the basis for the exploration of such critical issues pertaining to the experience of Portuguese-speaking Africans such as colonialism, race, class, gender, revolutions/national liberation, nation/nationalism, civil wars, marginalization, modernity, localization, and globalization. Knowledge of Portuguese is not required. Every third year Spring.

354 Brazilian Cinema and Popular Music (4)

Explores Brazilian New Cinema and its intimate relationship with music (samba, bossa nova, and MPB) by roughly responding to three questions: 1) how does music structure films, 2) how does music elaborate and extend the meaning of the motion picture; 3) how does the music address cultural, socio-economic, historical, and political issues in Brazil. The study of the intersection between Brazilian popular music and film provides the basis for the exploration of critical issues pertaining to Brazilian society, including the legacy of Luso-Brazilian colonialism, modernity/coloniality, nation/nationalism, race/racial democracy, inequality, marginalization, poverty, and dictatorship in Brazil. Knowledge of Portuguese is not required. Every third year Spring.

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.

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, economic, 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 Liberal Arts First-Year Seminar (LA 178) (3-4)

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

ANTHROPOLOGY (ANTH)

[See Sociology and Anthropology](#)

ART (ART) AND ART HISTORY (ARTH)

Associate Professor Beldue (Chair); Professors Dunning, M. Wolfe; Associate Professors Canejo, Rundquist, Skidmore, E. Tomberlin; Assistant Professors Dittenber, Martin; Senior Lecturer Taylor; Lecturers Anderson, E. Bares, C. Tomberlin, 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 ART 122 and 133.
 2. Before declaring a B.A. in Art History, students must have credit for 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: 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 and ARTH 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 all ART and ARTH credits completed at the time of application. 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 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 competency will be satisfied in the fourth-level class.

Students majoring in Art (B.A.) who also want to major in Art History must complete 24 hours of Art History courses that are not used to complete the requirements for the major in Art.

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 competency will be satisfied in the fourth-level class.

Students majoring in Art with Teacher Licensure (B.A.) who also want to major in Art History must complete 24 hours of Art History courses that are not used to complete the requirements for the major in Art.

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. These courses must be completed with a grade of C or higher. The capstone project consists of in-depth research, a final paper, and an oral presentation on an approved topic.

Students majoring in Art History who also want to major in Art (B.A.) must complete 28 hours of Art courses that are not used to complete the requirements for the major in Art History.

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, 144; 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 133, 144; 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, 144. Pre- or corequisite: ART 133. 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, 144. Pre- or corequisite: ART 133. Fall and Spring.

234 Ceramics I (4)

Basic competencies in hand-building: 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 133, 144. Pre- or corequisite: ART 122. 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 133, 144. Pre- or corequisite: ART 122. 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, 144. Pre- or corequisite: ART 133. 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, 144. Pre- or corequisite: ART 133. 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 hand-building 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.
- 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 Liberal Arts First-Year Seminar (LA 178) (3-4)

Course offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course description. 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. See department chair.

Ancient to Medieval Art

311 Greek Art (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 (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.

322 World Archaeology and Culture (ANTH 322) (4)

This interdisciplinary course surveys the archeology of major world cultures from the Paleolithic to the early historic periods. The geographic areas of focus will include the Near East (Anatolia, Mesopotamia, Egypt, and the Indus Valley), Mesoamerica East Asia, Africa and South America. Topics will include the role of environmental history;

the origins of agriculture, the development of urbanism and state level societies, the production and context of material culture, religion and ritual; local economic systems and modern stewardship of cultural heritage. 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 1950's. 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: permission of instructor. Typically offered every third semester. 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.

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. 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 Liberal Arts First-Year Seminar (LA 178) (3-4)**
Course offered to fulfill Liberal Arts Core requirements. See Liberal Arts section of catalog for course description. 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 (3-4)

Arts and Ideas is an interdisciplinary course that introduces a student to the creative process using a number of artistic disciplines such as dance, drama, film and video, literature, music, new media and the visual arts. This class can include a mixture of readings, examination of artworks, attendance at outside performances and events, lectures, classroom presentations and performances, informal discussion and development of written responses. Some sections of this course may also utilize class contact hours for the process of making and presenting art. Each section will have a specific topic that will serve as the focus of the semester. May be repeated three times as content varies. Prerequisite: 30 earned hours (sophomore standing). Fall and Spring.

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 Liberal Arts First-Year Seminar (LA 178) (3-4)

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

ASTRONOMY (ASTR)

Participating Faculty: Beck, Bennett, Booker, Lundgren, 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

At least 18 hours in Astronomy: ASTR 102, 103, 112, 113, 320; and 2 courses from ASTR 301, 321, 420 and 430. Note that ASTR 321 and 430 have prerequisites of PHYS 221 and either PHYS 231 or 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)**102 Introduction to Astronomy: The Solar System (3)**

An introductory course covering the formation, characteristics, and motions of objects in our solar system. Additional topics include the historical development of astronomy, extra-solar planets, and telescopes. No credit given to students who have credit for ASTR 101 or ASTR 105. Fall.

103 Introduction to Astronomy: Stars and Galaxies (3)

An introductory course covering stars and their evolution, galaxies, and cosmology. Additional topics include fundamental forces in nature, nuclear reactions, origin of the elements, atomic spectra, and black holes. No credit given to students who have credit for ASTR 101 or 105. Spring.

112 Astronomy Lab I (1)

A laboratory course using observational and measurement methods employed in the field of astronomy. Students will observe the current sky with additional emphasis on solar system objects and the techniques used to study them. No credit given to students who have credit for ASTR 111. Pre- or corequisite: ASTR 102 or 103. Fall.

113 Astronomy Lab II (1)

A laboratory course using observational and measurement methods employed in the field of astronomy. Students will observe the current sky with additional emphasis on galactic and extra-galactic objects and the techniques used to study them. No credit given to students who have credit for ASTR 111. Pre- or corequisite: ASTR 102 or 103. Spring.

301 Indigenous Perspectives on the Sky (4)

Astronomy is the oldest science; it is also inherently interdisciplinary, as astronomical phenomena can be found interwoven within the economics, politics, art, religion and rituals, and philosophies of all civilizations. This course will explore how non-Western and indigenous peoples have observed, conceptualized, and utilized the celestial patterns in the sky. Special emphasis will be placed on the cosmography and astronomical knowledge of the Eastern Band of Cherokee Indians and other indigenous peoples from the Americas. The course will include numerous invited talks from tribal elders, along with substantial reading and discussions. Contextualization of the indigenous cosmographies presented in class will be achieved in the accompanying laboratory component, which will focus on semester-long naked-eye observations of celestial motions. Odd years Fall.

320 Observational Astronomy I (4)

Provides a broad introduction to methods in observational astronomy, including techniques used to measure a wide range of observable astrophysical processes across the electromagnetic spectrum (from gamma rays to radio astronomy). The lab component of the course focuses on project-based investigations on topics of the students' choosing, utilizing the optical capabilities of the university telescope at Lookout Observatory. Prerequisite: ASTR 112 or 113. Fall.

321 Astrophysics (3)

Physical processes applied to astronomical phenomena, including star formation, stellar structure and evolution, and compact stellar remnants. The interstellar medium, from which stars form, will also be examined. Prerequisites: ASTR 103 and PHYS 221. Pre- or corequisite: PHYS 222 or 231. Even years Spring.

420 Observational Astronomy II (3)

Provides an introduction to computational methods in observational astronomy. The class will be structured as a project-based exploration of professional astronomy data. No previous computing experience is required, but the course content will rely heavily on computer-based projects. The course includes an introduction to basic command-line programming (Unix and Python), statistical analysis, and data visualization, all placed within the context of astrophysical investigations. Prerequisites: ASTR 320. Odd years Spring.

430 Black Holes and Cosmology (3)

Basic gravitational physics of black holes, and the large scale evolution of the universe, including evidence for the Big Bang Model. Galaxies and the intergalactic medium will be an essential part of this discussion. Prerequisites: ASTR 103 and PHYS 221. Pre- or corequisite: PHYS 222 or 231. Even years Fall.

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 Liberal Arts First-Year Seminar (LA 178) (3-4)

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

ATMOSPHERIC SCIENCES (ATMS)

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

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—37 hours, including: ATMS 103 or 113, 205, 230, 241, 251, 261, 305, 310, 320, 328, 350, 410, 411, 455, 464. CSCI 183 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. Formal preparation for the examination is in ATMS 410 and 411.

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—43 hours, including: ATMS 103 or 113, 205, 223, 230, 241, 251, 261, 305, 310, 320, 405, 410, 411, 420, 455, 464, and 3 additional hours of ATMS at the 300-400 level. CSCI 183 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. Formal preparation for the examination is in ATMS 410 and 411.

Concentration in Weather Forecasting

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

- I. Required courses in the major—43–44 hours, including: ATMS 103 or 113, 205, 230, 241, 251, 261, 305, 310, 320, 350, 410, 411, 455, 464; 6–7 hours chosen from ATMS 223, 355, 405 or ENVR 338, and 3 additional hours of ATMS at the 300-400 level. CSCI 183 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. Formal preparation for the examination is in ATMS 410 and 411.

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 level. ATMS 381-3, 490 and 499 may not be used to fulfill requirements 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 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 and Spring.

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. Odd 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. Even years Spring.

381-3 Cooperative Education (1-3)

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

405 Meteorological Statistics (3)

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. 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 Liberal Arts First-Year Seminar (LA 178) (3-4)

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

BIOLOGY (BIOL)

Professors Clarke (Chair), Forrest, Horton, Meigs, Nicolay; Associate Professors Hale, Ward; Assistant Professors Helm, Reynolds; Senior Lecturer Kennedy

The Department of Biology offers a Bachelor of Science degree that provides students with a diverse and rigorous interdisciplinary education for students who seek awareness of the living world and their role in it. The curriculum includes broad training across the major subfields of Biology, a strong foundation in investigative methods, and the opportunity to tailor upper-level coursework to the interests of each student. The program enables students to directly enter careers in biology or related fields, and prepares students to enter graduate programs in biology or related disciplines, as well as health and medical related fields.

Major in Biology

- I. Required core courses in the major—21 hours, including: BIOL 134, 135, 136, 210, 211; and 3 hours from 480 or 498.
- II. Upper level electives in the major—18-20 hours, including completion of at least one class from each of the five areas below (a-e). At least three 4-credit hour laboratory classes must be taken. Classes that appear in more than one area may be used for only one category.
 - a) Evolution: BIOL 331, 332, 333, 334, 335, 336, 351, 360, 365
 - b) Genetics: BIOL 339, 423, 443, 444
 - c) Integrative Biology: BIOL 320, 322, 333, 334, 335, 336, 338, 356, 357
 - d) Research Techniques: BIOL 331, 332, 339, 340, 344, 345, 350, 351, 357, 442, 444
 - e) Critical Thinking and Quantitative Analysis: BIOL 338, 344, 345, 350, 360, 365, 423, 442, 443
- III. Required courses outside the major—19 hours including: CHEM 111, 132 145, 231, and either 232 or 233; MATH 191; PHYS 131.
- IV. Other departmental requirements—Major competency is satisfied in either BIOL 480 or 498. A grade of C or higher in the course is required to graduate.

Students are encouraged to consult with their advisor for suggestions of additional coursework that will help them achieve their educational and career goals. Students who intend to enter graduate school in health-related professions or cell and molecular biology are recommended to complete at least 16 total hours in chemistry, including CHEM 222, 231 and 232, PHYS 231, and additional coursework in statistics, biochemistry and biology. Those who wish to pursue graduate studies in organismal biology, ecology, conservation, and related fields may seek additional coursework in environmental studies, chemistry, physics or statistics, as pertinent to their interests and goals.

Biology with Teacher Licensure

Students who wish to receive teacher licensure in 9–12 Biology must complete the requirements for the degree in Biology, as well as the additional requirements indicated in the Education section of the catalog. 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 major 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.

Minor in Biology

20-22 hours in Biology including BIOL 134, 135, 136; BIOL 210 or 211; and 6–8 hours chosen from advanced offerings 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 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.
- 125 Current Topics in Biology (3)**
An exploration of current topical areas of interest in Biology, emphasizing the core concepts required to understand the science of these topics. No credit given to students who have credit for BIOL 123. Intended for non-Biology majors. Fall and Spring.
- 126 Current Topics in Biology Lab (1)**
Lab class that introduces students to scientific methodology, and the techniques and tools used in biology. No credit given to students who have credit for BIOL 124. Pre- or corequisite: BIOL 125. Intended for non-Biology majors. Fall and Spring.
- 134 Experimental Design, Analysis and Presentation (3)**
An introduction into process and methodology in biological sciences, including fundamental concepts of biological research. The course includes 1) information techniques and critical evaluation of primary literature in biology; 2) scientific writing including ethics and presentation; and 3) experimental design and statistical analysis. Fall and Spring.
- 135 Concepts in Ecology and Evolution (3)**
Introduction to fundamental concepts in evolutionary biology and ecology and connects these sciences to issues of global importance. This class is geared towards Biology majors and students of the Natural Sciences who plan on taking upper-level coursework in Biology. No credit given to students who have credit for BIOL 115. Pre- or corequisite: CHEM 132. Fall.
- 136 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 as they relate to global issues of societal importance. No credit given to students who have credit for BIOL 116. Pre- or corequisite: CHEM 111; prerequisite: CHEM 132. 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 134, 135, 136; CHEM 111, 132 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 134, 135, 136 and 7 hours of chemistry for biology majors; ENVR 241 and 8 hours of chemistry for environmental studies majors. 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.

328 Human Anatomy and Histology (4)

Detailed study of human morphology and histology. Includes embryological, comparative, and evolutionary background to understand adult human structure, and addresses clinical applications. Laboratory requires dissection of the cat. Prerequisite: One course from BIOL 125, 135, 136 or permission of instructor. Fall.

331 Entomology (4)

Introduction to the evolution, systematics, morphology, anatomy and physiology of insects. The laboratory includes field trips to collect and observe insects and to understand their life history, behavior and ecology. Prerequisites: BIOL 135, 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. Prerequisite: BIOL 135 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 134, 135, 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 135 or 136; 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 136; CHEM 132. Spring.
- 339 Microbiology (4)**
Study of the genetics, physiology, pathogenicity, and ecology of bacteria, viruses, and fungi, with emphasis on the impact of these organisms on the environment and on human health. Upon completion of the laboratory, students should be able to demonstrate skills including microscopy, aseptic technique, microbial identification and various molecular techniques. Prerequisites: BIOL 136; CHEM 132; BIOL 211 or CHEM 231. 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)**
Lecture and laboratory study of cellular architecture and function, with emphasis on protein synthesis, trafficking, structure, and membrane topology, cell division mechanisms, cell communication, and cancer biology. Experimental approaches for isolating, characterizing, and manipulating organelles, genes, and proteins will be discussed and utilized in laboratory procedures. Prerequisites: BIOL 136; CHEM 132; BIOL 211 or CHEM 231. 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 134, 136, 211; CHEM 132. Odd years Spring.

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 135, 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 134, 135, 136, 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. Fall.

360 Animal Behavior (4)

Current evolutionary models are used to investigate the significance of animal behavior in relation to ecology. Proximate mechanisms of behavior are also explored. Provides underlying theory along with examples that illustrate key concepts in behavior. Laboratory exposes students to methodology of behavioral research. Prerequisites: BIOL 134, 135, 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 135, 136, 210, 211 and permission of instructor.

423 Molecular Biology (3)

Study of nucleic acid structure and function, chromosomal architecture, and mechanisms of gene expression including the function of proteins and non-coding RNA molecules in regulating these processes. Prerequisites: BIOL 136; CHEM 231. 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. 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 135, 136; CHEM 111, 145, 233. 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 136; CHEM 111, 145, 231, 233. Spring.
- 480 Senior Seminar (3)**
Capstone course for the Biology major. Students will apply biology theory and knowledge during the presentation and discussion of diverse topics chosen by the instructor. A grade of C or higher is required to graduate. Prerequisites BIOL 134, 135, 136, 210, 211; 8 hours of Chemistry and 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 major 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 a faculty member with the delivery of a biology laboratory. Students may present explanatory material to the class, assist in preparation of the lab, help with operation of equipment, and assist with 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. 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 Liberal Arts First-Year Seminar (LA 178) (3-4)**
Course offered to fulfill Liberal Arts Core requirement. See Liberal Arts section of catalog for course description. May not be used to fulfill major or minor requirements.

BUSINESS

[See Management and Accounting](#)

CHEMISTRY (CHEM)

Associate Professor Wasileski (Chair); Professors Heard, Holmes, Holt, Krumpe; Associate Professors J.W. Brock, A. Wolfe; Assistant Professors Steed; Senior Lecturer Schmeltzer; Lecturers Aleman, Brogdon, Love

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 the flexibility to tailor course options to meet specific needs of the students.

Bachelor of Science Degree

The B.S. degree is intended for students wishing to pursue a career in industry or government as a practicing chemist 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. 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.

- I. Required courses for the major—42 hours, including: CHEM 111, 132, 145, 222, 223, 231, 232, 233, 323, 331, 380, 416, 417, 418; 4 hours of 312; and 9 hours of CHEM at the 400-level.
- II. Required courses outside the major—16 hours, including MATH 191, 192; PHYS 221 and either PHYS 222 or 231.
- III. Other departmental requirements—Major competency is demonstrated in CHEM 416. The course must be completed with a grade of C or higher to graduate.

In fulfilling requirements for the B.S. chemistry degree, students should consider the following guidelines when choosing courses to tailor their educations:

- Students interested in a biochemistry focus are recommended to take CHEM 437 and 6 additional hours of CHEM at the 400-level across chemistry subdisciplines as their required 9 hours of CHEM at the 400-level. Students are also recommended to take 2 additional courses in Biology (BIOL 116 and one course from BIOL 338, 339, 344, 434 or 443). This focus is recommended for students wishing to obtain employment in a biochemical related field or pursue graduate studies in biochemistry and is also beneficial for students wishing to attend medical, dental, pharmacy or veterinary school.
- Students interested in an environmental chemistry focus are recommended to take CHEM 439 and 6 hours of CHEM at the 400-level across chemistry subdisciplines as

their required 9 hours of CHEM at the 400-level. Students are also recommended to take 2 additional courses in Environmental Studies (ENVR 130 and one course from ENVR 320, 338, 362, 385 or a course recommended by the Chair of Chemistry). This focus is recommended for students wishing to obtain employment in an environmental related field or pursue graduate studies in environmental chemistry.

- Students planning on graduate study in chemistry are recommended to also take CHEM 409, MATH 291 and 365, and at least 9 hours of CHEM at the 400-level across chemistry subdisciplines.

Bachelor of Arts Degree

The B.A. degree allows students greatest flexibility in course selections and is advantageous for those interested in chemistry-related fields or careers in health professions. Students pursuing teacher licensure must complete, at a minimum, the B.A. degree requirements.

- I. Required courses for the major—at least 38 hours, including: CHEM 111, 132, 145, 222, 223, 231, 232, 233, 323, 331, 409; 4 hours of 312; and 6 hours of CHEM, BIOL, and/or ENVR at the 300-400 level, with the following exceptions: CHEM 390, 411, 499, BIOL 398, 480, 498, 499, and ENVR 490 and 499. The approved BIOL and ENVR courses require prerequisites.
- II. Required courses outside the major—16 hours, including MATH 191, 192; PHYS 221 and either PHYS 222 or 231.
- III. Other departmental requirements— Major competency is demonstrated in CHEM 409. The course must be completed with a grade of C or higher to graduate.

In fulfilling requirements for the B.A. chemistry degree, students should consider the following guidelines when choosing courses to tailor their educations:

- Students interested in the pre-health professions are recommended to take BIOL 136. They should also take CHEM 437 as one of their two required 300-400 level courses with the second course being in Biology (BIOL 338, 339, 344, 434, 443 or a course recommended by their advisor, depending on their professional school focus). This focus is recommended for students wishing to attend medical, dental, pharmacy or veterinary school. Students should consult their advisor on tailoring the B.A. Chemistry degree to specific health professions.

Declaration of Major in Chemistry

Students wishing to declare a major in chemistry must complete the following prior to declaring:

1. CHEM 145 and 231 with a grade of C or higher,
2. 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 the B.A. degree and 2.30 for the B.S. degree. 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.

Chemistry with Teacher Licensure

Students pursuing teacher licensure must complete the requirements for either the B.A. or B.S. degree in addition to the requirements listed in the Education section of the catalog. Students who wish to receive teacher licensure in 9-12 Comprehensive Science (as distinct from Chemistry) must complete the requirements for the Chemistry major, as well as BIOL 125 and 126, ENVR 105 and 130.

Minor in Chemistry

23 hours including CHEM 111, 132, 145, 223, 231, 233, and 9 hours of CHEM at the 200 level or above. Six of the 9 hours must be at the 300-400 level. CHEM 390, 411 or 499 cannot be used as part of the 9 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. 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. 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. Pre- or corequisite: CHEM 232. Fall.

223 Foundations of Analytical Chemistry (3)

A course that focuses on the systematic study of chemical analysis using instrumental methods. Topics include equilibria and analysis of acids and bases, spectroscopy, chromatography, and mass spectrometry. Prerequisites: CHEM 145, 233. Spring.

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.

233 Foundations of Inorganic Chemistry (General Chemistry II) (3)

An introduction to major concepts in Inorganic Chemistry with topical coverage including structure and bonding, molecular orbital theory, solid state chemistry, acid-base chemistry, electrochemistry and coordination chemistry of metals. Aspects of chemical equilibrium applied to these topics will also be covered. Prerequisites: CHEM 111 and CHEM 132. Fall and 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.

312 Interdisciplinary Chemistry Project Lab (2)

A laboratory-based course in which students use the laboratory techniques and approaches of analytical, physical, organic, inorganic, computational, and biochemistry to conduct interdisciplinary project-based experiments that include synthesis, characterization, and analysis of chemical compounds and their properties. Scientific writing in this course will be a component of determining writing competency in the chemistry major. Students are required to take this course twice, but may not enroll in two sections involving the same projects. Prerequisites: CHEM 145, 222, 223, 231, 232, 233. Pre- or corequisites: CHEM 323, 331. Fall and Spring.

323 Foundations of Biochemistry (3)

Designed to approach the fundamentals of biochemistry from a chemical perspective, this course examines the structure and function of biological molecules such as nucleic acids, proteins, carbohydrates, and lipids. It introduces the principles of molecular recognition, enzyme catalysis, enzyme kinetics, and metabolism and develops an

understanding of biological equilibria, redox, and energy transduction through the discussion of core metabolic pathways and oxidative phosphorylation. Prerequisites: CHEM 232, 233. Fall.

331 Foundations of Physical Chemistry (3)

An introduction to physical chemistry using fundamental physics principles with the tools of integral and differential calculus to understand chemistry phenomena. A focus is an understanding of the theoretical constructs of quantum, kinetics and thermodynamic principles with applications to spectroscopy and properties of gases, liquids and solids. Prerequisites: CHEM 145, 231, 233; MATH 192; PHYS 221. Fall.

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.

409 Chemical Literature Research Seminar (3)

A research based seminar course that focuses on the current state of chemistry across subdisciplines using primary literature as a foundation for discussion. Students will research, write, and present an independent thesis reviewing chemical literature related to a subdiscipline. Scientific writing will be a component of this course. Prerequisites: CHEM 223, 323, 331. Pre- or corequisite: CHEM 312. 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.

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.

419 Nanochemistry (3)

A course that focuses on the study of the most common types of nanomaterials with the emphases on synthesis, chemical modification, and characterization of their structures in the nanometer scale. The concepts include surface, size, shape, self-assembly,

defects, and real world applications. An examination and analysis of the current literature will be expected. Prerequisites: CHEM 233. Fall.

429 Organometallic Chemistry and Catalysis (3)

An introduction to concepts in organometallic chemistry including synthesis, electron counting schemes, spectroscopic properties, common reaction mechanisms and nomenclature. The use of organometallic species in catalytic systems will be covered including specific catalytic systems, interpretation of catalytic cycles and topics of concern in polymer synthesis. The differences between homogeneous and heterogeneous catalysts will be highlighted along with typical processes that involve heterogeneous catalysts. Prerequisites: CHEM 232, 233. 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, biochemistry, physical chemistry and/or polymer chemistry. May be repeated as content varies. Prerequisites: CHEM 223, 233, 323, and 331. Spring.

434 Mechanistic Organic Chemistry (3)

Designed specifically for science majors or pre-health students interested in how organic reactions happen. The concepts of synthetic organic chemistry and how reactions occur mechanistically. An examination of the current literature will be required of students to stay up-to-date on the current research topics in the area of synthetic and mechanistic organic chemistry. At the end of the course, students will be expected to observe a reaction and propose a reasonable determination of the mechanistic process through which the reaction proceeds. An emphasis will be placed on the following topics: electrocyclic, cycloaddition, and sigmatropic reactions, migrations, rearrangements, photochemistry, and heterocycles. Prerequisites: CHEM 232 and 233. Spring.

437 Biophysical Chemistry (3)

Takes a deeper look into the dynamic structures and myriad functions of proteins, nucleic acids, and lipids from a quantitative, physical perspective. Topics may include protein folding, structural dynamics, reaction energetics, energy transduction, membrane transport, molecular processes of genome maintenance and expression, and/or abiogenesis. The course will emphasize current biochemical and biophysical methodology and analysis of primary literature. Prerequisites: CHEM 323, 331. Spring.

438 Quantum Spectroscopy (3)

A course that focuses on the study of atomic and molecular spectroscopy and spectroscopic methods, with emphasis on fundamental physical and quantum principles and instrument design. Topics include infrared, Raman, microwave, ultraviolet-visible, fluorescence, nuclear magnetic resonance, x-ray and vacuum spectroscopic techniques. Prerequisites: CHEM 233, 331 and PHYS 222 or 231. Fall.

439 Gas Phase Kinetics: Atmospheric Chemistry (3)

An introduction to analysis of the chemical reactivity and physical structure of matter, the mathematical models describing matter, and the methods of characterizing and measuring properties of matter related to atmospheric chemistry. This analysis of atmospheric chemistry will use advanced kinetics and thermodynamic principles to understand the past, present and future issues related to the global atmosphere. In addition, students will learn to discuss the relationship of chemistry to society and to their own lives (i.e., discuss the character of chemistry as a humanistic activity that results in the application of these principles to their profession, either in chemistry-

related fields, in teaching, or continuing in graduate or professional schools.

Prerequisites: CHEM 223, 233, 331. Fall.

446 Medicinal Chemistry (3)

Designed specifically for science majors or pre-health students interested in drug discovery and pharmaceutical development, this course examines how medicinal chemists design and synthesize drug candidates to meet FDA requirements for efficacy and safety, and the path of a drug from development to patient administration.

Emphasis will be placed on the following topics: drug-receptor/enzyme binding, SAR, PK, ADME, patenting of IP, and the ethical aspects of pharmaceutical development.

Prerequisites: CHEM 233, 323. Fall.

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 Liberal Arts First-Year Seminar (LA 178) (3-4)

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

CHEROKEE (CHER)

[See Languages and Literatures](#)

CLASSICS (CLAS)

Associate Professor Holland (Chair); Professors Hook, Mills; Associate Professor Butera; Senior Lecturer Taylor

The department offers three concentrations: Classical Languages & Literatures; Classical Civilization; 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 inherently interdisciplinary, provides excellent general intellectual training, and does not limit the student to any one future career.

Concentration in Classical Languages and Literatures

- I. Required courses in the major—36 hours, including: 20 hours from Greek and/or Latin language courses: CLAS 305, 306, 307, 308, 405, 406, 407, 408; 4 hours from the Classical civilization courses: 250, 325, 326, 385, 386, 425, 426; 8 additional hours chosen from CLAS 212 (if taken before enrolling in upper level Latin courses), 300-400 level Greek and Latin language courses, 200-400 level civilization courses; and CLAS 498. Note: if pursuing Latin licensure, all 20 hours of language courses must be Latin.
- II. Required courses outside the 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 competency will be demonstrated by a final examination consisting of two hours of written translation of Latin and/or Greek and successful completion of CLAS 498, which includes formal presentation of the research conducted in the course.

Concentration in Classical Civilization

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—36 hours, including 4 hours from CLAS 325 or 326; 4 hours from CLAS 385 or 386; 4 hours from CLAS 425 or 426; 8 hours from Greek and/or Latin language courses at the 200-400 level; 12 additional hours from 200-400 level Classical Civilization courses; and CLAS 498. ANTH 225, PHIL 250 or 255 may be substituted for one of the courses in 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 competency will be demonstrated by a final examination consisting of one hour of written translation of Latin or Greek and successful completion of CLAS 498, which includes formal presentation of the research conducted in the course.

Latin with Teacher Licensure

Licensure as a teacher of Latin requires the completion of the Classical Languages and Literatures concentration with all 20 hours of language courses being Latin. See Education section for additional required professional education courses.

104 • CLASSICS

Minor in Classics

At least 20 hours: CLAS 498 and 16 hours chosen from CLAS 260, Greek or Latin language courses (212, 305-308, 405-408), and Classical Civilization courses (CLAS 250, 325, 326, 385, 386, 393, 425, 426). Note: to receive credit for CLAS 212, it must be taken before enrolling in upper level Latin language 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.

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.

305, 306 Topics in Greek Prose and Poetry (4, 4)

Topics include: Herodotus; Xenophon; Thucydides; Homer; Plato; Aristophanes; and New Testament. Course may be repeated as subject matter changes. Prerequisite: CLAS 104 or permission of department chair. Fall and Spring.

405, 406 Topics in Greek Genres and Periods (4, 4)

Topics include: Socrates in Greek Literature; Attic Orators; Greek Lyric Poets; Greek Tragedy; Greek Novelists; and Prose Composition. Course may be repeated as subject matter changes. Prerequisite: CLAS 104 or permission of department chair. Fall and Spring.

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 (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 (4)

Review and further study of Latin grammar and translation, with extensive reading of literature selections and introduction to elements of classical culture, including scansion of meter. To be applicable to the language requirement in the Classical Language and Literatures concentration, the course must be completed before enrolling in any 300-400 level Latin language course. Prerequisite: CLAS 102. See department chair.

307, 308 Topics in Latin Prose and Poetry (4, 4)

Topics include: Roman Comedy; Cicero; Livy; Vergil; and Ovid. Course may be repeated as subject matter changes. Prerequisite: CLAS 102 or permission of department chair. Fall and Spring.

407, 408 Topics in Latin Genres and Periods (4, 4)

Topics include Julius Caesar in Latin Literature; Latin Lyric Poets; Didactic; Satire; Medieval Latin, The Augustan Age, The Age of Empire; and Prose Composition. Course may be repeated as subject matter changes. Prerequisite: CLAS 102 or permission of department chair. Fall and Spring.

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 (4)

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, comparative studies in world mythology, and general theoretical treatments of myth. Pre- or corequisite: HUM 124. Odd years Fall.

325, 326 Topics in Ancient Life & Culture (4, 4)

Topics include Greek and Roman Religion; Ancient Sexuality and Gender; Daily Life in the Ancient World; Classics in Film. Course may be repeated as subject matter changes. Pre- or corequisite: HUM 124. Fall and Spring.

385, 386 Topics in Art and Archaeology (4, 4)

Topics include: Roman Art; Greek Art; Early Christian Archaeology; Italian Art & Archaeology; World Archaeology; Gender and Sexuality in Ancient Art. Course may be repeated as subject matter changes. Pre- or corequisite: HUM 124. Fall and Spring.

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.

425, 426 Topics in Ancient History (4, 4)

Topics include: History of Greece; Roman History; Greco-Roman Military History; Classics in Film (historical focus). Course may be repeated as subject matter changes. Pre- or corequisite: HUM 124. Fall.

Additional Courses in Classics

260 Greek and Latin Roots in Medical Terminology (4)

A linguistic introduction to the vast amount of scientific and medical vocabulary that is derived from ancient Greek and Latin. The systematic study of Greek and Latin word elements (prefixes, suffixes, roots and combined forms) from which medical and scientific vocabularies are constructed trains students to not only recognize elements in a wide range of medical terms in current use, but also to master techniques that can be used to decipher and interpret new terminology as it is created. The course is designed to develop semantic skills useful for advanced work in health and wellness professions, medicine, and many of the biological sciences. Students will also be introduced to aspects of the history of medicine and the role of classical languages and cultures in its development. Previous knowledge of Greek or Latin is not required. Pre- or corequisite: HUM 124. Spring.

399 Classics Internship (1-4)

Experiential learning that integrates classroom knowledge with practical application and skill development in a professional setting. Internships give students the opportunity to gain valuable applied experience and make connections in professional fields they are considering for career paths, and give employers the opportunity to evaluate talent. Internships are typically available in fields such as Archives/Museum Studies/Library Science, Practical /Experimental Archaeology, Teaching Latin in Schools, Editing/Writing, Law Firms, Holistic Health, Journalism, Park Services, conservation, and PACs, Government Agencies. See department chair.

495 Senior Research Thesis (3)

Supervised independent study on a departmentally approved research topic of the student's choice, leading to completion of a thesis. Prerequisite: senior standing. See department chair.

498 Senior Capstone (4)

Capstone course taught in translation on varying topics, with an added component of undergraduate research and its presentation. This interdisciplinary course integrates literary, historical, and cultural issues and is required of Classics majors and minors. The course is also open to advanced students in other majors who are interested in exploring texts and ideas that have influenced 2500 years of Western civilization. Prerequisite: Senior standing for Classics majors; junior or senior standing for Classics minors and non-majors. 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 Liberal Arts First-Year Seminar (LA 178) (3-4)

Course 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)

Associate Professor Cameron (Chair); Professor J.D. Brock; Assistant Professors Bogert, Drawert, Sanft; Lecturers Sheaffer, 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 graduate studies and 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: one course from CSCI 182, 183 or 185; CSCI 201, 202, 235, 280, 333, 335, 338, 431, 434, 480, 481; one of the following data science courses: CSCI 312, 343, 346, 347, 412, 441; 6 additional hours at the 300–400 level.
- II. Required courses outside the major—23 hours: MATH 191, 251 and at least 8 hours from MATH 192, 291, 365, 441 (if not selected above), STAT 185 or 225; PHYS 221, and either PHYS 222 or 231.
- III. Other departmental requirements—Major competency is fulfilled in CSCI 480 and 481.

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. Students selecting this concentration are encouraged to consider courses in a second discipline. By developing expertise in an additional area students will increase their options for future studies and employment after they graduate.

- I. Required courses in the major—38 hours: one course from CSCI 182, 183 or 185; CSCI 201, 202, 235, 280, 333, 338, 343, 344, 480, 481; one of the following data science courses: CSCI 312, 346, 347, 412, 441; 6 additional hours at the 300–400 level.
- II. Required courses outside the major—11 hours: MATH 191, 251, and STAT 185 or 225.
- III. Other departmental requirements—Major competency is fulfilled in CSCI 480 and 481.

Minor in Computer Science

21 hours in Computer Science: one course from 182, 183 or 185; 201, 202, 235 and 9 hours in CSCI 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 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.

- 182 Introduction to Programming: Media Applications (3)**
 Problem solving, algorithm development, and data and procedural abstraction with an emphasis on developing applications that interface with the senses. Includes a formal laboratory section using program development tools. Students may receive credit for only one course from CSCI 182, 183 and 185. Fall and Spring.
- 183 Introduction to Programming: Numerical Applications (3)**
 Problem solving, algorithm development, and data and procedural abstraction with an emphasis on developing scientific applications. Includes a formal laboratory section using program development tools. Students may receive credit for only one course from CSCI 182, 183 and 185. No credit given to students who have credit for CSCI 181. Fall and Spring.
- 185 Introduction to Programming: Web Development (3)**
 Introduction to web page design and development. Topics include style sheets, dynamic content, scripting languages, and event handling. Students may receive credit for only one course from CSCI 182, 183 and 185. Fall and Spring.
- 201 Introduction to Object-Oriented Programming (3)**
 An introduction to problem solving, algorithm design, implementation, and testing using object-oriented programming principles. Emphasis is placed on event-driven programming methods, including creating and manipulating objects, classes, and using object-oriented tools such as the class debugger. Pre- or corequisite: CSCI 182, 183 or 185. Fall and Spring.
- 202 Introduction to Data Structures (3)**
 Data structures (lists, stacks, queues, binary trees, hash tables); searching and sorting algorithms; use of a modern, object-oriented programming language. Successful completion of this course with a grade of C or higher is required to progress through the Computer Science major or minor. Prerequisite: CSCI 201. Fall and Spring.
- 235 Systems I (3)**
 Fundamentals of computer systems for programmers. Computer organization; machine representation of data and programs; program performance and optimization; memory hierarchy and memory management. Prerequisite: one course from CSCI 201 or 202 with a grade of C or higher. Fall and Spring.
- 280 Computer Science Seminar (1)**
 Professional development seminar. Exploration of career options including internships, industry, entrepreneurship, interdisciplinary opportunities, research and graduate school. Computer science in society, ethics and security. Interpersonal communication and soft skills for effective teamwork. Prerequisite: CSCI 202 with a grade of C or higher, or CSCI 201 with a grade of C or higher and permission of instructor. Fall and Spring.
- 312 Introduction to Artificial Intelligence (3)**
 An introduction to the sub-discipline of artificial intelligence. Students will investigate and implement various models of intelligent agents interacting within defined environments. Topics include knowledge representation, problem-solving via search, reasoning via probabilistic methods, and machine learning. Prerequisite: grade of C or higher in CSCI 202; STAT 185 or 225. Odd years Fall.

- 313 Virtual Reality (NM 313) (4)**
Students practice techniques for creating immersive and interactive virtual reality environments, developing, presenting, defending, and improving their work based on formative faculty and peer feedback. Practical experience will be gained with tracking systems, head-mounted-displays, and 3D graphics. Alongside projects, students will complete readings and engage in discussions about virtual reality history and theory. Prerequisites: CSCI 202 or NM 251. Even years Spring.
- 329 Big Data Analytics (STAT 329) (3)**
The analysis of unstructured and large data sets. Topics include: preparing data for deeper analysis, breaking down the process into manageable steps, regression techniques and Bayesian approach for dealing with multivariate data, and Exploratory Data Analysis with statistics software such as SAS, R, or similar packages. Prerequisites: STAT 185 or 225, CSCI 182 or 183, or permission of instructor. Even years Spring.
- 333 Algorithms and Data Structures (3)**
Data structures, efficient algorithms that use them, and their representation in programming languages. Topics include recursive analysis, randomized analysis, searching and sorting algorithms along with their data structures, order statistic selection, graph algorithms, and a selection of additional, related topics. Students will analyze their efficiency and implement them in a modern programming language. Prerequisite: grade of C or higher in CSCI 202. Fall.
- 335 Systems II (3)**
Advanced computer systems for programmers. Selected topics in operating systems, networking, and parallel computing. Prerequisite: CSCI 202 with a grade of C or higher and CSCI 235. Fall.
- 338 Software Engineering (3)**
A project-oriented course in which students working in teams complete one or more projects encompassing software design and development. Students will develop their communication skills by writing project requirements, creating and evaluating prototypes, interfacing with end users, and developing and implementing test plans. Prerequisites: CSCI 202 with a grade of C or higher and CSCI 235. Spring.
- 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: grade of C or higher in CSCI 202. Fall.
- 344 Advanced 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: one course from CSCI 182, 183, 185 or 201. Spring.
- 346 Computer Graphics (3)**
The study of programming techniques for the display of two-and three-dimensional objects. Topics include affine transformations, hidden line and surface elimination, raster methods, color theory, and animation. Prerequisite: grade of C or higher in CSCI 202; pre- or corequisite: MATH 365. Even years Spring.

- 347 Game Programming (3)**
A project-oriented course that offers an introduction to game design and development techniques. Students will collaboratively gain experience creating game design documents and storyboards, develop complete projects using current game engines, and produce effective documentation of their work. Topics include game engine basics, graphics, animation, gaming rules, game structures, and environmental modeling. Prerequisite: grade of C or higher in CSCI 202. Odd years Spring.
- 412 Computer Vision (3)**
A study of inference from noisy and uncertain data using probabilistic, statistical, data-driven approaches. Topics include image processing; segmentation, grouping, and boundary detection; recognition and detection; motion estimation and structure from motion. Prerequisites: grade of C or higher in CSCI 202; STAT 185 or 225. Even years Fall.
- 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 434. Even years Spring.
- 434 Theory of Computation (3)**
A study of formal models of computation, grammars and languages, including finite state machines, regular expressions and Turing machines. Prerequisites: grade of C or higher in 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 192 and 365; or permission of instructor Even years Spring.
- 480 Capstone I (2)**
Capstone project design. Determining hardware and software requirements. Review of relevant literature and development tools. Students develop and submit an individual capstone project proposal. Prerequisite: CSCI 280; pre- or corequisite CSCI 338. Fall and Spring.
- 481 Capstone II (2)**
Capstone project implementation. Students implement the project plan that they developed in CSCI 480. Includes an oral presentation before the department's assembled faculty. Prerequisite: CSCI 480. 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 Liberal Arts First-Year Seminar (LA 178) (3-4)**
Course offered to fulfill Liberal Arts Core requirement. See Liberal Arts section of catalog for course description. May not be used to fulfill major or minor requirements.

DANCE (DAN)

Assistant Professor Bambara (Director)

As a performing art that encompasses creation, performance and critical analysis, dance holds an important place in a liberal arts education. By integrating embodied practices with scholarly inquiry, the dance program aims to give students the tools to create, think and contribute in a positive way to the worlds in which we live. Exposing students to a variety of ways to approach questions in dance through practice, theory, dance-making, and analysis allows them to bridge the intersections of dance as a discipline. Students are exposed to the breadth of dance in the world from varying cultures and perspectives, including cutting edge and experimental forms, as well as methodological and practical tools in dance-making, research and presentation, all embedded in our curriculum and ideology.

The dance minor at UNC Asheville prepares students to have a developed knowledge of their bodies as dancers and to be collegiate dance-makers who are connected to a question-based approach to research in movement and writing. Importantly the dance minor helps students articulate their voices in the world through a burgeoning dialogue between dance movement practices, engaged scholarship and creative processes.

Minor in Dance

24 hours including: DAN 118, 202, 203, 218, 318 and one course from DAN 301, 305, 306 or 400. 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)**115 Modern Dance (4)**

Addresses trends in modern dance. The emphasis will be on technical work that encompasses the entire body in a sense of wholeness, torque or specific set of energies. Movement may also be taught in combination with somatic practices thus adapted to safe practice for every level. American modern techniques may include those authored by Lester Horton, Katherine Dunham, Jose Limon, Martha Graham and Merce Cunningham. Classes will be structured to emphasize a level-one movement vocabulary and will work up to basic phrase work. In-class learning will be augmented by video showings and brief readings. Students will be required to analyze their experience learning new technique in relation to textual and filmed sources. Spring.

116 Yoga (4)

Combines a hybrid focus on experiential anatomy useful for dance and somatic knowledge of the body with a slow flow of hatha and vinyasa yoga. Students should expect to learn through practice how yoga asanas and vinyasa are articulated with the breath and with specific alignment. The class will address yogic philosophy and safe practice such as how to heal injuries and practice dance. The course will combine physical, somatic practice with discussions about required readings on anatomy, yogic practices and philosophy. Students will think about their bodies and practices in new ways in reference to in-class reading that addresses the history of yoga, debates about yoga, and cultural context. Fall and Spring.

- 117 Caribbean and African Dance Forms (4)**
Addresses the fundamentals of movement, rhythm and cultural context in a Caribbean or African dance form. Students will become aware of the different ways in which the body's alignment and movement in space and time are articulated. Students will learn how polyrhythm and gesture conjoin in phrase work in level one vocabulary. Students will also address Caribbean or African dances through discussion, reading of pertinent articles and viewing of filmed examples. Caribbean or African movement forms will be contextualized in regards to diasporic politics, cultural context, stories and spirituality. See program director.
- 118 Contemporary Dance I (4)**
Introductory level class that articulates new movement with a movement vocabulary that is a contemporary blend of forms. With a focus on finding the body's full movement in space and time, this class asks students to relocate balance and to play with a range of full spinal and hip articulations. Students will learn their edges and contours, and play with rhythm. Improvisational research is worked into the semester, and students are asked to find new movement, work with movement taught, or locate a pattern, contour or rhythm. The course includes weekly readings and brief dialogues on contemporary dance on a global scale and filmed representations. Fall.
- 119 Contact Improvisation (4)**
Contact improvisation is an evolving system of movement initiated in 1972 by American choreographer Steve Paxton. This system of movement incorporates two or more bodies which move together in an improvised manner by sharing weight, rolling, jumping, developing physical points of contact and giving up weight. This course will focus on an introduction to the practice of contact improvisation, and students should expect to work in a community framework over the semester. Students will learn the basic skills and foundations for improvisation, and these practices will be augmented by film showings and additional readings on the form. Warm-ups for this course will include somatic techniques to promote bodily awareness and safe practice. Spring.
- 120 Somatic Movement Practices I (4)**
Somatic movement practices teach the body/mind new ways of working together so as to encourage more productive movement, safe practice, experiences of anatomy and stronger more resilient bodies. Since the 1970's, dance practitioners have incorporated somatics into their technique and this has shifted the way dance is produced and practiced in postmodern dance. This class may cover any range of somatic practices including Feldenkrais, Skinner, Bartenieff Fundamentals, Klein/Mahler. Body-Mind Centering, T'ai Chi, Yoga, Gaga and Alexander techniques. Readings on somatic practices are included, and students are required to analyze their embodied experiences using a variety of methods. Every year.
- 202 Dance Studies (4)**
Analyzes concert dance practices, the dancing body and choreographies in reference to theories of the body, notions of modernism and postmodernism. The course will develop a dialogue about how we best read choreographies, dance(s) significations and importance in our world and how bodies in motion express important meanings. Students will be asked to read dance-studies texts, watch related filmed materials and engage in a productive dialogue about the meaning(s) in motion as they relate to the world in which we live. This course will also draw upon embodied exercise, and students will be asked to make connections between the physical body and the materials they are learning. Fall.

203 Movement Research (4)

Engages students in a new dialogue about dance making. This class will focus on methods, tools and ways to find and make new movement for contemporary dance. Each class will begin with a guided warm-up in somatics and improvisation and continue in a laboratory style set of experimentations. Student work for the class will include the use of a choreographic journal as well as midterm and final short dance showings. The overall goal of this class will be to develop movement research methodologies that are central to making new dances. Every year.

218 Contemporary Dance II (4)

Articulate with more precision and presence a movement vocabulary that is a contemporary blend of forms. With a focus on finding the body's full movement in space and time, students will relocate balance and play with a range of full spinal and hip articulations while finding edges and contours. Building on the concepts in DAN 118, students will work on more complicated phrase work and full-bodied dancing, paying attention to shifting alignment, grounded movement, and full body movement as well as extension. The course incorporates readings on contemporary dance and filmed representations, which students will analyze. Prerequisite: DAN 118. See program director.

220 Somatic Movement Practices II (4)

Somatic movement practices teach the body/mind new ways of working together so as to encourage more productive movement, safe practice, experiences of anatomy and stronger more resilient bodies. Since the 1970's dance practitioners have incorporated somatics into their technique and this has shifted the way dance is produced and practiced in postmodern dance. Somatic practices may include Feldenkrais, Skinner, Bartenieff Fundamentals, Klein/Mahler. Body-Mind Centering, T'ai Chi, Yoga, Gaga and Alexander techniques. This course will include readings on somatic practices and require students to analyze their embodied experiences through a variety of methods. More advanced work in somatics will also including guided improvisations and journal writings. This course will expand upon work done in DAN 120 by incorporating another level of body/mind work conjoined with readings. Prerequisite: DAN 116 or 120. Every other year.

301 Movement in Global Perspective(s) (4)

Addresses a notion of worlding dance or world dance forms and issues that arise in their performance, practice and production. In specific, this class places as a central area of study in dance studies, the world(s) of dancemaking and dance as they intersect with cultural difference, gendered difference, geographic location, race, ethnicity and gender. This course will discuss issues and topics in dance practices practiced in, originating from and traveling to a variety of sites in the world through readings by dance scholars, artists and viewing of filmed media. Embodied material will enliven some class discussions. May include a focus on movement practices from African, Caribbean, Latin America, South Asian, Oceania, American and inter-cultural contexts. The content of this class varies by instructor and may be repeated for credit as content varies. Every other year.

305 Site-Specific and Experimental Dancemaking (4)

Site-specific dance and experimental dance are genres in choreography and dancemaking that explore the dynamics of space, time, thematic material and the body. This hybrid course will introduce students to ways of making movement, and filming movement for specific sites, installations, and film in reference to thematic materials. Since the 1960's dance artists have combined media and experimented with space, time and the moving image. This course will address in tandem with practice, the hybrid nature of dancemaking in this genre of experimentation, and in current staged

contemporary dance. The class will engage text-based dance studies theories on space, time and filmic rendition to enliven dialogue and practice. Permission of instructor is required. Every other Fall.

306 Choreographing Gender and Identity (4)

Choreography course addressing theories of gender and identity in relation to the creation of movement. There will be a hybrid focus on making gendered movement and dances that express specific thematic material. In preparation for movement-based research as well as class dialogue, the class will include weekly readings on gender, identity and sexuality. Students will work on specific movement-based assignments in a laboratory format. Permission of instructor required. See program director.

318 Contemporary Dance III and Repertory (4)

Advanced contemporary dance class that builds upon contemporary movement practices taught in the lower level courses. Students will learn an adult professional vocabulary in contemporary dance practice, intricate phrase work, and notions of presence and staging in concert. Students will become adept in contemporary dance technique through the practice of new movement vocabularies and new choreography. Students will work on advanced solo and duo work, as well as group work in choreography, as set by the professor. Theories of process in dance will be addressed in relation to the course materials. Work produced in this class will be performed for the campus community. Prerequisites: DAN 118 and 218, or permission of instructor. Every other Spring.

400 Improvisation and Composition (4)

Improvisation is a way of making new movement, putting movement together, working with movement research and assimilating both new and old information by itself and as a set of tools in making improvised and set compositions. This course will teach students a variety of tools and methods in making improvisation, ways of employing improvisation in staged dance and experimental notions of how to make improvisations important to ideas about choreography. As methods of dance making as well as choreographies, improvisation(s) will be the central area of study in the course that will also result in some compositions. Students will be asked to read select texts and analyze video of choreographers' work to enliven the class process, and use journals to notate the development of their creative processes. Students will perform their final projects. Prerequisites: DAN 203 and permission of instructor. See program director.

171-4, 271-4, 371-4, 471-4, 471-4 Special Topics in Dance (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 program director.

178 Liberal Arts First-Year Seminar (LA 178) (3-4)

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

DRAMA (DRAM)

Professors Bowen (Chair), Bond, Walters; Associate Professors Berls, Kloeppel; Lecturer Watkins

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—40 hours consisting of 25 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.

(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 324 Theatre Technology Investigations (3)
- DRAM 425 Design Investigations (3)

(C) History and Literature

- DRAM 346 Theatre History Investigations (3)

Theatre Arts 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—49 hours consisting of 25 hours from the Drama core: DRAM 111, 113, 121, 122, 144, 145, 201, 202, 203, 204, 220, 240; and 24 additional hours from DRAM 212, 316, 319, 324, 416, 425 and six hours of 346.

- II. Required courses outside the major—31 hours: EDUC 210, 211, 303, 314, 346, 430, 438, 455, 456; PSYC 319.
- 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.

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 the major competency requirements. Prior to declaring, all students must complete at least 5 hours from DRAM 111, 113, 121, 122 or 144 with a cumulative 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.

145 Play Reading (2)

Reading and in-depth discussion of dramatic literature from a variety of periods and genres. May be repeated as topics vary for a total of 8 hours of credit. 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. Fall.
- 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.
- 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 111, 144 and 30 hours or sophomore standing. 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 Liberal Arts First-Year Seminar (LA 178) (3-4)**
Course offered to fulfill Liberal Arts Core requirement. See Liberal Arts section of catalog for course description. May not be used to fulfill major or minor requirements.

ECONOMICS (ECON)

Professors Tatum (Chair), Konz, Mathews; Associate Professor Bell; Assistant Professors Lawlor, Mahoney; Visiting Assistant Professor Kim; Lecturer Porter

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, 450, 480; 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—Major competency is demonstrated in ECON 480, which must be completed 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, 450, 480; 12 additional hours in ECON, at least 3 of which must be at the 300 or 400 level.
- II. Required courses outside the major—24 hours: HIST 101, 102, 151, 152, 312; 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—Major competency is demonstrated in ECON 480, which must be completed 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.

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 or at least 9 credit hours in ECON. 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.

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. 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.
- 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. Spring.
- 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.
- 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 and Spring.
- 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 Liberal Arts First-Year Seminar (LA 178) (3-4)

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

EDUCATION (EDUC)

Professor Ruppert (Chair); Associate Professor Brown (Associate Chair); Professor Sidelnick; Associate Professors Cole, Couzo, and Ruffin; Senior Lecturer Chapman; Technology Coordinator Randall; Outreach Coordinator Kessarlis; Recruitment and Retention Coordinator Thompson; 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 a North Carolina Professional Educator's Initial License in the K-6, 6-9, 9-12 and K-12 areas listed below.

All students/candidates taking Education courses must purchase a criminal background check and receive a satisfactory report before beginning work in any course requiring a field experience. All licensure candidates must meet with their Department of Education and major advisor each semester. The Education advisor will determine if prior course work is applicable to licensure requirements and develop a plan for all courses necessary for licensure. Students should consult the Department of Education Candidate Handbook for specific information related to obtaining a North Carolina Professional Educator's Initial License 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, Health and Physical Education, Modern Language (French, German and Spanish), Special Education: General Curriculum, Theatre Arts

Candidates receiving K-12 or 9-12 licensure (except for the area of K-12 Special Education: General Curriculum) must complete an appropriate 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 seeking licensure in Elementary Education (K-6) or Special Education: General Curriculum may major in any area.

Requirements for Informal Admission as a Licensure Candidate

For Informal Admission as a Licensure Candidate to the Teacher Education Program, students must complete the following requirements.

- Be accepted to UNC Asheville as an undergraduate degree-seeking or Post-Baccalaureate Licensure student
- Complete at least 30 semester hours of post-secondary education
- Enroll in EDUC 210 and EDUC 211
- Complete an online Informal Admission Form during the first course taken in the Department of Education
- Complete an online 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 and departmental clearance before beginning the first field experience

Requirements for Formal Admission to the Licensure Program

For formal admission to the licensure program, candidates must have completed all Requirements for Informal Admission as a Licensure Candidate and 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 2.7 cumulative grade-point average
- Earn a 2.5 cumulative grade-point average on all course work within the major
- Provide the Education advisor with a copy of acceptable scores as established by the North Carolina Department of Public Instruction on the SAT or ACT, or attain acceptable scores on the PRAXIS I Core Academic Skills for Educators, during the first semester of the licensure program (undergraduate candidates only - see appropriate Education advisor for more information)
- Have a satisfactory evaluation on the Dispositions Checklists 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 required criminal background checks
- Meet with the Education advisor to complete the Requirements for Licensure Contract for Formal Admission to the licensure program, and be granted Formal Admission by the department

Licensure for Post-Baccalaureate Candidates

The department offers opportunities for individuals holding bachelor's degrees or higher who desire a North Carolina Professional Educator's Initial License.

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 2.7 for admission to the university as a teacher licensure candidate.

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 for licensure completion.

Requirements for Continuing in the Licensure Program

To continue in the licensure program, candidates must have completed all Requirements for Formal Admission to the Licensure Program and complete the following requirements to demonstrate at least satisfactory achievement in the areas of content knowledge, pedagogy and professionalism.

- Receive a grade of C or better in all Education and required licensure courses (including but not limited to PSYC 319, MATH 211 and MATH 215, as required)
- Maintain a minimum major GPA of 2.5 and an overall GPA of 2.7
- Have satisfactory evaluations on the Dispositions Checklist in all relevant courses
- Have satisfactory evaluations of performance in all field experiences
- Self-report any new criminal charges and/or convictions occurring between required criminal background checks

Requirements for Admission to the Professional Year

To be admitted to the Professional Year, candidates must continue to meet all Requirements for Continuing in the Program and complete the following requirements.

- Purchase an updated criminal background check and receive a satisfactory report and departmental clearance during the capstone methods course
- Continue to self-report any new criminal charges and/or convictions occurring between required criminal background checks and the completion of the licensure program
- Continue to have satisfactory evaluations on the abilities/characteristics listed on the Dispositions Checklists administered in all relevant courses
- Continue to have satisfactory evaluations of performance in all field experiences
- Complete a Professional Year Application and all of the requirements therein (including personal statement and health screening) signed by the Department of Education advisor, and submit it to the Coordinator of Field Placements during an individual meeting no later than the announced deadline during the semester prior to beginning the capstone course

Recommendation for a North Carolina Professional Educator’s Initial License

To be recommended for licensure, candidates must have met all Requirements for Continuing in the Program and Requirements for Admission to the Professional Year, and successfully complete the following Candidate Requirements.

- Completion of 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
- Have a cumulative GPA of 2.7 or higher
- Have completed the requirements for a major in an approved discipline with a GPA of 2.5 or higher in the major
- Have successfully completed all state-required assessments and licensure requirements
- Have continued to self-report any new criminal charges and/or convictions occurring between required criminal background checks and the completion of the licensure program
- Have continued to have satisfactory evaluations on the abilities/characteristics listed on the Dispositions Checklists administered in all relevant courses
- Have attained passing scores on all state-required licensure exams for the desired licensure area(s).
- Ensure all appropriate licensure forms and fees are submitted to the Department of Education and North Carolina Department of Public Instruction upon completion of Clinical Practice

Elementary School Licensure (K–6)

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

- I. Required courses in Education—45 hours, including: EDUC 210, 211, 219, 230, 303, 315, 317, 322, 325, 340, 344, 430, 439, 455, 456.
- II. Required courses outside Education—6 hours, including: MATH 211, 215.
- III. Other departmental requirements as outlined above for all licensure students.

Middle School Licensure (6–9)

Middle School licensure is available in the areas of Language Arts, Mathematics, Science and Social Studies. All candidates must complete a major in an appropriate academic discipline and other licensure coursework and requirements. See appropriate Education advisor for details.

128 • EDUCATION

- I. Required courses in Education—32-35 hours, including EDUC 210, 211, 303, 314, 320, 346, 430, 455, 456. In addition, Language Arts candidates must take EDUC 313 and 432; Mathematics candidates must take EDUC 435; Science candidates must take EDUC 436; and Social Studies candidates must take EDUC 130 and 437.
- II. Required courses outside of Education—19-24 hours based on licensure area:
 - Language Arts—24 hours: LANG 395, 396; LIT 240, 324, one course from LIT 325, 326, 327, 330; an additional 200-300 level LIT course; PSYC 319.
 - Mathematics—22 hours: MATH 167, 191, 215, 251; PSYC 319; STAT 185.
 - Science—19–22 hours: BIOL 125 and 126, or both BIOL 135 and 136; CHEM 111, 132; ENVR 130; PHYS 131; PSYC 319.
 - Social Studies—23 hours: ECON 101; HIST 101, 102, 151, 152, 315; POLS 220 or 281; PSYC 319.
- III. Other departmental requirements as outlined above for all licensure candidates.

Secondary School Licensure (9–12)

All candidates must complete a major in an appropriate academic discipline and other licensure coursework and requirements. See appropriate Education advisor for details.

- I. Required courses in Education—29-32 hours, including EDUC 210, 211, 303, 314, 346, 430, 455, 456. In addition, Latin candidates must take EDUC 433; English candidates must take EDUC 313 and 432; Mathematics candidates must take EDUC 435; Science candidates must take EDUC 436; and Social Studies candidates must take EDUC 130 and 437.
- II. Required courses outside Education—4–19 hours, including PSYC 319. In addition, Latin candidates must take PSYC 328. Social Studies candidates must take ECON 101, HIST 101, 102, 151, 152, 312, and one course from SOC 200, 210, or 220.
- III. Other departmental requirements as outlined above for all licensure candidates.

Art Licensure (K–12)

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

- I. Required courses in Education—29 hours, including EDUC 210, 211, 303, 320, 346, 430, 431, 455, 456.
- II. Required courses outside Education—4 hours: PSYC 319. Candidates 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.

Health and Physical Education Licensure (K-12)

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

- I. Required courses in Education—33 hours, including EDUC 210, 211, 219, 303, 314, 320, 346, 430, 434, 455, 456.
- II. Required courses outside Education—4 hours, including: PSYC 319. Candidates 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 candidates.

Modern Language Licensure (K–12)

Candidates must complete a major in Languages and Literatures with a concentration in French, German or Spanish and complete other licensure requirements. (See the Languages and Literatures section of the catalog.) See appropriate Education advisor for details.

- I. Required courses in Education—29 hours, including EDUC 210, 211, 303, 316, 346, 430, 433, 455, 456.
- II. Required courses outside Education—8 hours, including: PSYC 319 and 328. Candidates must also complete the French, German or Spanish courses required for their major. Recommended elective: ANTH 100 or SOC 352.
- III. Other departmental requirements as outlined above for all licensure candidates.

Special Education: General Curriculum (K-12)

Candidates are recommended to declare a major in Psychology or other course of study that can be successfully linked to the goals of licensure and special education, and complete other teacher licensure requirements. See appropriate Education advisor for details.

- I. Required courses in education —42 hours, including: EDUC 210, 211, 230, 231, 303, 305, 317, 342, 348, 349, 430, 439, 455, 456.
- II. Required courses outside Education—22 hours, including: MATH 211, 215; PSYC 100, 208, 214, 319.
- III. Other departmental requirements as outlined above for all licensure candidates.

Theatre Arts Licensure (K–12)

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

- I. Required courses in Education—29 hours, including EDUC 210, 211, 303, 314, 346, 430, 438, 455, 456.
- II. Required courses outside Education—4 hours, including: PSYC 319. Candidates must also complete the DRAM courses required for the major in Drama. Recommended elective: ANTH 100 or SOC 352.
- III. Other departmental requirements as outlined above for all licensure candidates.

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. Field experience is required. 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. 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 standards. Field experience is required. 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. 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. See department chair.
- 230 Introduction to Exceptional Children (3)**
Introduces and examines the history, legislation, legal responsibilities, categories of disabilities, characteristics, educational concerns, educational responsibilities, and best practices for meeting the needs of students with exceptionalities. Issues of referral, assessment, eligibility, individualized educational programming, service delivery options, placement, consultation and collaboration with educators and related service personnel, and professional resources are emphasized. Field Experience required. Prerequisites: EDUC 210, 211. See department chair.
- 231 Assistive Technology (1)**
Designed to provide pre-service and in-service teachers with an opportunity to develop the knowledge base and skills necessary to use and analyze software, hardware, and other devices used to increase, maintain or improve the functional capabilities of individuals with disabilities. Field experience is required. Prerequisites: EDUC 210, 211. See department chair.
- 303 Introduction to ed Teacher Performance Assessment (2)**
Analysis of the tasks, language, documents, and rubrics required as part of the edTPA system. Prerequisites: EDUC 210, 211. Corequisite: any EDUC course. Fall and Spring.
- 305 Classroom and Behavior Management (3)**
Emphasizes techniques for developing rapport with students, establishing student expectations, planning for and managing instruction, and developing practical teaching and learning practices for 21st century classrooms. The course examines the realities of classrooms and the teacher's multifaceted role within the environment. Field experience is required. Prerequisites: EDUC 210, 211, 230. See department chair.
- 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. Field experience is required. 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. Field experience is required. Prerequisites: EDUC 210, 211. Fall and Spring.
- 315 Art of the Young Child (3)**
Interdisciplinary approach to the teaching of visual art, music, movement and creative drama; culminates in the production and presentation of a themed, integrated

instructional resource. Formative assessment tools focus on lesson-planning, portfolio, performance, and in-class participation. Primarily intended for people who work with or plan to work with children pre-Kindergarten through grade 6 in a variety of settings, especially future elementary school teachers. Field experience is required. Fall.

- 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. 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. Spring.
- 325 **Classroom Management and Instructional Differentiation, K-6 (3)****
A study of classroom logistics for the elementary school teacher including classroom management strategies; special needs and differentiation; and positive, effective interactions with families and school and community personnel. Field experience required. Pre- or corequisites: EDUC 210, 211. Fall.
- 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. Pre- or corequisite: MATH 211 or MATH 215. Spring.
- 342 **Diagnostic Assessment and Instruction in Reading (3)****
Emphasizes knowledge and skill in administering and interpreting diagnostic assessments in reading to gauge learner strengths and weaknesses and to monitor academic progress and guide instructional decision making in the teaching of reading. Emphasis is placed on using explicit instructional techniques in teaching the essential components of teaching such as phonemic awareness, phonics/word study, fluency, vocabulary, and comprehension using evidence-based teaching strategies. Field Experience required. Prerequisites: EDUC 210, 211, 230, 317. See department chair.

- 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. Fall.
- 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.
- 348 Assessment for Exceptional Learners (3)**
An examination of current concepts and issues in special education assessment from screening, pre-referral, eligibility/disability classification, placement, to progress monitoring of evidence-based practices. Also, the course emphasizes knowledge, skill, and practice in observation, standardized norm referenced, curriculum-based, family, and ecological methods of assessment, including those appropriate for children from culturally and linguistically diverse backgrounds. Collection of assessment data and their appropriate application are part of the required field experience. Field Experience required. Prerequisites: EDUC 210, 211, 230. See department chair.
- 349 Evidence Based Strategies for Teaching Mathematics to Learners with Disabilities (3)**
Examination of methods and materials appropriate to teaching mathematics to a diversity of learners. Field experience required. Prerequisites: EDUC 210, 211; MATH 211, 215. See department chair.

The Professional Year

Note: All licensure candidates must meet with the Field Placement Coordinator in the semester prior to their capstone methods courses. These meetings must be held during the announced dates.

- 384 Methods and Management for Teaching Students with Exceptionalities (4)**
Planning, teaching, evaluation and management essential for classroom teaching; use of educational technology in designing lessons; application of methodologies appropriate to teaching students with mild to moderate disabilities; methods of informal and formal assessment and grading. Specific techniques presented and practiced on how to develop, remediate or compensate for learners with mild to moderate educational needs. Field experience required. To be taken as part of the Professional Year prior to the Clinical Practice Semester. Prerequisites: EDUC 210, 211, 230, 305, 317, 342, 349, PSYC 319; 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.
- 430 Lesson Planning and Classroom Management (3)**
Planning, teaching, and management essential for classroom teaching. To be taken as part of the Professional Year in the semester prior to the Clinical Practice semester. Prerequisites: EDUC 210, 211, 303; formal admission to the department. EDUC 317 is

a prerequisite for K-6 Elementary School and K-12 Special Education: General Curriculum licensure students; EDUC 313 is a prerequisite for 6-9 Language Arts and 9-12 English licensure students; EDUC 230, EDUC 305, EDUC 342, and EDUC 349 are prerequisites for K-12 Special Education: General Curriculum licensure students; EDUC 314 is a prerequisite for all licensure students except those seeking K-12 Art and Foreign Language licensure; EDUC 346 is a prerequisite for all licensure students except those seeking K-6 Elementary School or K-12 Special Education: General Curriculum licensure; and PSYC 319 is a prerequisite for all licensure students except those seeking K-6 Elementary School licensure. Corequisite: One course from EDUC 431, 432, 433, 434, 435, 436, 437, 438, 439. Fall.

- 431 K-12 Art Teaching Methods (2)**
Use of educational technology in designing lessons; application of methodologies appropriate to art instruction; methods of informal and formal assessment, evaluation, and grading. Field experience required. To be taken as part of the Professional Year prior to the Clinical Practice semester. Prerequisites: EDUC 210, 211, 346; PSYC 319; formal admission to the department. Corequisite: EDUC 430. Fall.
- 432 6-12 English and Language Arts Teaching Methods (2)**
Use of educational technology in designing lessons; application of methodologies appropriate to English and language arts instruction; methods of informal and formal assessment, evaluation, 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, 314, 346; PSYC 319; formal admission to the department. Corequisite: EDUC 430. Fall.
- 433 K-12 Foreign Language Teaching Methods (2)**
Use of educational technology in designing lessons; application of methodologies appropriate to the teaching of a second language in the K-12 curriculum; methods of informal and formal assessment, evaluation, and grading. Field experience required. To be taken as part of the Professional Year prior to the Clinical Practice semester. Prerequisites: EDUC 210, 211; 314 (for Latin licensure), 316 (for French, German, and Spanish licensure); 346; PSYC 319; formal admission to the department. Corequisite: EDUC 430. Fall.
- 434 K-12 Health and Physical Education Teaching Methods (2)**
Use of educational technology in designing lessons; application of methodologies appropriate to health and physical education instruction; methods of informal and formal assessment, evaluation, and grading. Field experience required. To be taken as part of the Professional Year prior to the Clinical Practice semester. Prerequisites: EDUC 210, 211, 314, 346; PSYC 319; formal admission to the department. Corequisite: EDUC 430. Fall.
- 435 6-12 Mathematics Teaching Methods (2)**
Use of educational technology in designing lessons; application of methodologies appropriate to mathematics instruction. Review and integration of mathematical concepts with an emphasis on teaching strategies; analysis of trends; significance of manipulative exercises; methods of informal and formal assessment, evaluation, and grading. Field experience required. To be taken as part of the Professional Year prior to the Clinical Practice semester. Prerequisites: EDUC 210, 211, 314, 346; PSYC 319; formal admission to the department. Corequisite: EDUC 430. Fall.
- 436 6-12 Science Teaching Methods (2)**
Use of educational technology in designing lessons; application of methodologies appropriate to the teaching of science; analysis of trends; laboratory experiences;

methods of informal and formal assessment, evaluation, and grading. Field experience required. To be taken as part of the Professional Year prior to the Clinical Practice semester. Prerequisites: EDUC 210, 211, 314, 346; PSYC 319; formal admission to the department. Corequisite: EDUC 430. Fall.

437 6-12 Social Studies Teaching Methods (2)

Use of educational technology in designing lessons; application of methodologies appropriate to social studies instruction; methods of informal and formal assessment, evaluation, and grading. Field experience required. To be taken as part of the Professional Year prior to the Clinical Practice semester. Prerequisites: EDUC 130, 210, 211, 314, 346; PSYC 319; formal admission to the department. Corequisite: EDUC 430. Fall.

438 K-12 Theatre Arts Teaching Methods (2)

Use of educational technology in designing lessons; application of methodologies appropriate to theatre arts instruction; methods of informal and formal assessment, evaluation, and grading. Field experience required. To be taken as part of the Professional Year prior to the Clinical Practice semester. Prerequisites: EDUC 210, 211, 314, 346; PSYC 319; formal admission to the department. Corequisite: EDUC 430. Fall.

439 Elementary and Special Education Teaching Methods (2)

Use of educational technology in designing lessons; application of methodologies appropriate to Elementary and Special Education instruction; methods of informal and formal assessment, evaluation, and grading. 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. Corequisite: EDUC 430. Fall.

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 Clinical Practice and Seminar (10)

Emphasizes full-time involvement of students in a cooperating elementary, middle and/or secondary school as appropriate to area/level of licensure desired. To be taken concurrently with EDUC 456. Prerequisites: Successful completion of EDUC 430 and EDUC 431, 432, 433, 434, 435, 436, 437, 438, or 439 and admission to the Professional Year. Grading is S/U. Spring.

456 The Teacher as a 21st Century Professional, K-12 (2)

To continue to grow as teacher-leaders, teachers must know their students and the communities served by their schools. Licensure candidates will collect and analyze data, design and implement differentiated lessons, and analyze the impact on the learner according to the edTPA system. To be taken concurrently with EDUC 455. 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 Liberal Arts First-Year Seminar (LA 178) (3-4)

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

ENGINEERING (JEM)

Professor Reyhanoglu (Director); Professors Brock (Computer Science), Bruce; Lecturer Brown

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 NC State-UNC Asheville Bachelor of Science in Engineering Degree with a Concentration in Mechatronics

The Joint NC State–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 NC State faculty. Students graduate with a Bachelor of Science in Engineering degree with a Mechatronics Concentration from NC State and UNC Asheville.

The Mechatronics concentration prepares alumni to achieve the following career and professional accomplishments within a few years of graduation:

- Attain productive professional careers in mechatronics engineering or related fields
- Function in the workplace with appropriate professional and ethical responsibilities
- Make decisions with accountability for the social and environmental impact of their engineering practices
- Interact effectively with a diversity of individuals while viewing their own work in a broader context of our global society
- Attain technical excellence by engaging in life-long learning.

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—71 hours: E 101; ECE 109, 200, 209, 211, 212, 220, 306, 310, 456; JEM 123, 180, 360, 484, 485; MAE 201, 206, 208, 214, 308, 310, 315, 316, 435; and one advisor-approved elective from ECE 455, JEM 420 or 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 is satisfied by the successful completion of JEM 484 and 485, the Senior Design Projects.

Two-Plus-Two Engineering Program

The Two-Plus-Two Engineering Program allows students interested in one of 15 different engineering fields to complete their first one-to-two years of study at UNC Asheville, and then transfer to NC State to complete their remaining requirements. Engineering courses offered at UNC Asheville are taught by NC State faculty. Students graduate with a Bachelor of Science degree in a specific field of engineering from NC State.

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

CHEM	132	General Chemistry	3
CHEM	111	General Chemistry Laboratory	1

CSCI	183	Introduction to Programming: Numerical 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 NC State 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, JEM, MAE, or MSE prefixes are engineering courses from NC State 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 NC State. 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 NC State College of Engineering and the joint UNC Asheville-NC State programs and services. Fall.

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. Pre- or 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.
- 306 Introduction to Embedded Systems (3)**
Introduction to designing microcontroller-based embedded computer systems using assembly and C programs to control input/output peripherals. Use of embedded operating system. Prerequisite: C- or better in both ECE 209 and 212. 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 Industrial Robotic Systems (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. Pre-or corequisite: MAE 435. Fall.

Courses in Engineering (ENGR)**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 subject matter changes. See program director.

Courses in the Joint Engineering-Mechatronics Program (JEM)**123 Introduction to Computer Aided Design for Mechatronics Engineering (1)**

In this laboratory course, students will be exposed to the fundamentals of graphical communication and computer aided design. Pre- or corequisite: E 101. Fall and Spring.

180 Introduction to Mechatronics Laboratory (2)

This course introduces students to the mechatronic engineering discipline as a synergistic combination of mechanical and electrical engineering, computer science, and control and information technology. Fundamental concepts in mechatronics engineering and design are introduced including analog and digital electronics, serial communication, sensors, actuators, motors, microcontrollers, and microcontroller interfacing to electromechanical systems. This is a “hands-on” course; all concepts will be introduced in an interactive lab/lecture environment. Two design projects are required with ample opportunity for self-guided exploration and creativity. Pre- or corequisite: JEM 123. Spring.

360 Advanced Mechatronic Design Laboratory (2)

This is a hands-on lecture-lab course focused on the design of microcontroller-based systems that interact with their environment and communicate over the Internet, the quintessential *thing* on the *Internet of Things (IoT)*. We will pay particular attention to robotic *things*. This course has two primary objectives: (1) to provide an understanding of design strategy, and (2) to provide an understanding of technology used in creating IoT things. Prerequisites: JEM 180, ECE 209 and junior standing in the major. Pre- or corequisite: ECE 306. Fall.

420 Mechatronics Systems Modeling (3)

This is an introductory course devoted to the development of mathematical models of mechatronics engineering systems while also providing a strong foundation in the basic principles of electro mechanics and electric machinery. The course will introduce the fundamental concepts of modeling, Laplace Transforms, Fourier Transforms, computer simulation and control theory. In addition, it will provide the basis for understanding many real-world electric machinery applications. Prerequisite: ECE 306; MAE 315, 435. Fall.

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 mechatronic system in a team environment. Prerequisites: ECE 306, JEM 360, MAE 201, 214, 435. Fall.

485 Senior Design Project in Mechatronics Engineering II (3)

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: JEM 484. Spring.

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.

178 Liberal Arts First-Year Seminar (LA 178) (3-4)

Course offered to fulfill Liberal Arts Core requirement. See Liberal Arts section of catalog for course description. 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.

201 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.

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.

214 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. Spring.

308 Fluid Mechanics (3)

Development of the basic equations of fluid mechanics in general and specialized form. Application to a variety of topics including fluid statics; inviscid, incompressible fluid flow; design of Fluid dynamic system. Prerequisites: MATH 291, C- or better in MAE 208. Pre- or corequisites: ECE 220 and MAE 201. 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 201; grade of C- or better in either ECE 220 or MATH 394. Fall.

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 214. 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.

ENGLISH (LIT) AND (LANG)

Professor Horvitz (Chair), Chess, Hopes, Katz; Associate Professors Ettari, Locklear, Min, Wray; Assistant Professors Barya, Boyle, Gurney, Jansen, Revere; Senior Lecturer Chadwick; Lecturers Graves, Hays, Johnson, Pisano; Writer-in-Residence Cash

A major in English 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.

English 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. Students majoring in English 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.

Major in English with a Concentration in Literature

The concentration in Literature contains a combination of core, genre, culture and identity, seminar, 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—40 hours, including: LIT 240, 324, 334, 335, 497, 498; one course from LIT 325, 326, 327 or 330; one course from LIT 328, 329, 346, 363, 364, or 369; one course from LIT 440, 484, or 488; 8 additional hours in LIT at the 300-400 level. Note: LIT 340 and 398 cannot be used to fulfill the required elective hours within the major.
- 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.

Major in English with a 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.

- I. Required courses in the major—44 hours, including: LANG 260, 494; LIT 240, 324, 334, 335; one course from LIT 325, 326, 327 or 330; one course from LIT 328, 329, 346, 363, 364 or 369; and 12 additional hours of creative writing chosen from LANG 361-366. These workshops must be chosen from at least two different genres.
- 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.

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 395, 396; LIT 240, 324, 334, 335, 497, 498; one course from LIT 325, 326, 327 or 330; one course from LIT 328, 329, 346, 363, 364 or 369.
- II. Required courses outside the major for 6-9 and 9-12 licensures—4 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 senior thesis with public presentation.

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 English.

- I. Required courses in the major—40 hours: LANG 260, 395, 396, 494; LIT 240, 324, 334, 335; one course from LIT 325, 326, 327 or 330; and 8 additional hours of creative writing chosen from LANG 361-366.
- II. Required courses outside the major—4 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.

Minor in English

At least 20 hours, including: LIT 240; 8 hours selected from LIT 324, 334 or 335; 8 additional hours of LIT at the 300-400 level. LIT 340 and 398 cannot be used to fulfill any of the minor course elective 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

At least 20 hours, including: LANG 260, LIT 240; 4 hours selected from LIT 325, 326, 327 or 330; 8 additional hours selected from LANG 361-366.

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 rhetorical situations and choices. It also introduces students to various discourse communities, modes, and conventions; research and information literacy skills; and the revision process. A grade of C- or better is required. LANG 120 must be completed within the first two semesters of enrollment at UNC Asheville. 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.
- 340 Internship in Writing (1-4)**
Offers opportunities for supervised work in professional settings. Students gain experience in fields including editing, multimodal composing, publishing, and bookselling. May be repeated once for a maximum of 4 credit hours. Will not fulfill English elective requirements. Prerequisite: minimum 3.0 GPA. See department chair or internship coordinator.
- 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.

- 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.
- 395 Contemporary English Grammar (2)**
Studies the English language across a range of spoken and written registers, including vernacular and "standard" English. The course considers, in particular, English grammatical structures, stylistics, and contextualized patterns of use. Fall.
- 396 The Teaching of Writing (2)**
Survey of rhetoric and composition theories, methods for teaching and assessing writing, and pedagogical practices for inclusive learning environments. This course is

designed for teaching licensure students. Students work with their own writing, engage in a service learning project, and develop curriculum materials for teaching reading and writing to middle or high school students. Fall.

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. A research paper and formal public presentation are required. Prerequisites: admission to concentration in creative writing 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 Liberal Arts First-Year Seminar (LA 178) (3-4)

Course offered to fulfill Liberal Arts Core requirement. See Liberal Arts section of catalog for course description. 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.

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. Every year.

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. Every year.

- 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. Every year.
- 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.
- 330 Readings in Film (4)**
An intensive study of film and its formal dimensions with emphasis on its relationship to narrative and literature. Recommended for students who have already taken LIT 325, 326 or 327. Prerequisite: LIT 240 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. 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. 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 English elective requirements. Prerequisites: minimum 3.0 GPA and a declared major in English. 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.

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.

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.

398 Integrating Literary Skills & Knowledge (1)

Designed to help students integrate their existing skills and background knowledge for successfully achieving departmental competencies. Activities will emphasize refining critical skills of close reading and interpretation across genres, developing foundational knowledge within the context of world literature, and communicating with focus, relevance and clarity to satisfy their readers' expectations. Highly recommended for those new to the department and/or preparing for comprehensive exams. LIT 398 does not count toward the required hours in an English major or minor. Grading is S/U. Prerequisite: LANG 120. Fall and Spring.

440 Seminar in 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.

484 Seminar in Major Literary Period (4)

A major movement, genre, or theme (e.g., Irish Modernism; Writers of the Beat Generation; Studies in Renaissance Literature; Modern Jewish Writers, etc.) studied against the historical and intellectual background of a major literary 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. Prerequisites: LIT 324, 334 and 335, or permission of instructor. Every year.

- 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.
- 497 Senior Capstone I (2)**
First semester of the research seminar for the production of a senior thesis. Emphasis upon significant literary texts and extensive use of scholarly source work, with faculty supervision of the research process. Completion and acceptance of a formal research proposal, an annotated bibliography, and the signed agreement of the thesis advisor are required. The proposed research will be presented as the final exam. Prerequisite: Senior standing or permission of department chair. Fall and Spring.
- 498 Senior Capstone II (2)**
Second semester of the research seminar emphasizing the writing process with additional research incorporated. Course is taught by designated faculty member who will supervise the work with the assistance of the thesis advisor. Presentation of research required with integration of technology throughout. Prerequisites: LIT 497; 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 Liberal Arts First-Year Seminar (LA 178) (3-4)**
Course offered to fulfill Liberal Arts Core requirement. See Liberal Arts section of catalog for course description. May not be used to fulfill major or minor requirements.

ENVIRONMENTAL STUDIES (ENVR)

Professors Rossell (Chair), Moorhead; Associate Professors Eggers, Gillette, Langille, Wilcox; Assistant Professors Laughlin, McNamee; Lecturer Ward

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—16 hours: ENVR 130, 241, 330, 490; and one course from ENVR 234, 282, or 334. ENVR 334 is required for students completing the Environmental Management and Policy concentration.
- II. Required courses outside the major—12-16 hours: CHEM 111, 132, 145 and either 231 or 233; MATH 167 and STAT 185. MATH 191 may be taken in lieu of both MATH 167 and STAT 185. CHEM 233 is required for students completing the Earth Science concentration. MATH 191 is recommended for students planning to attend graduate school.
- III. Other departmental requirements—28–31 hours: completion of one of the concentrations outlined below. Major competency is satisfied in ENVR 330 and 490. These courses must be completed with a grade of C or higher.

Concentration in Earth Science

At least 29 hours distributed as follows: ENVR 105, 106, 320, 338, 381, 385 and at least 6 additional hours of Earth Science electives chosen from ENVR 282 (if not selected to fulfill the departmental core requirement), 290, 310, 311, 362, 383, 384, 410, 411. Students interested in mineral processing should take ENVR 311, 410, 411 and MATH 191 as part of their major requirements. Students wishing to seek a North Carolina Professional License in Geology should take 24 credit hours of upper-level earth science classes.

Concentration in Ecology and Environmental Biology

At least 28 hours distributed as follows: BIOL 210 or 211; one course from ATMS 103, ENVR 105, 106, 338, 362, 385, CHEM 231 (if not selected to fulfill the departmental chemistry requirement) or PHYS 131; one 3-4 hour advanced ENVR elective; and 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 302, 312, 322, 323, 341, 343, 346, 347, 348, 349, 351, 358, 360, 390, 391, 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

At least 31 hours distributed as follows: ECON 102 and either 337 or 345; ENVR 332, 334; 6 hours chosen from ENVR 234, 324, 333, 360, 365, 383, 391; 7 hours at the 300–400 level,

with at least 4 hours chosen from ENVR 302, both 322 and 323, 338, 341, 343, 346, 347, 348, 349, 351, 358, 362, 384, 385, 390, 396; and 6 hours of environmental policy and management-relevant coursework, with at least 3 hours at the 300-400 level. The courses approved for this requirement are listed on the department's website. They may not be double-counted to meet other requirements for the Environmental Management and Policy concentration.

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 30 credit hours in preparation for careers in such areas as Environmental Journalism, Environmental Planning or Human Ecology. Students choosing an Individual 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. At least 12 of the 30 hours must be in upper-level ENVR laboratory or field-based courses. It must be submitted at the time the major is declared. The Individual Concentration requires the completion of all other requirements for the Environmental Studies major as listed in I, II and III above.

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—25 hours: ENVR 105, 106, 320, 338, 385; ASTR 102 and ATMS 103.
- III. Required courses outside the major—20 hours: CHEM 111, 132, 145, 233; MATH 167 or 191; PSYC 319; STAT 185; and additional requirements indicated in the Education section of the catalog.
- IV. Other departmental requirements—Major competency is satisfied in ENVR 330 and 490. These courses must be completed with a grade of C or higher. The competency also can be satisfied by the completion of EDUC 456 and EDUC 455.

Students who wish to be licensed in Comprehensive Secondary Science (as distinct from Earth Science) must also complete BIOL 125 and 126, 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.

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 and Spring.

- 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.
- 302 Field Ornithology (2)**
Students will learn field identification of southern Appalachian birds by sight and sound. Class periods will include field trips to a variety of local habitats. 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 Fall.
- 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. See department chair.

- 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. Spring.
- 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 and Spring.
- 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. See department chair.
- 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. Odd years Fall.
- 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.
- 349 Field Herpetology (2)**
This field-intensive ecology course will introduce students to the identification and study of reptiles and amphibians in the wild. Herpfauna will be surveyed, and topics such as ecology, identification, sampling methods, conservation and invasive herpfauna will be studied. Prerequisite: ENVR 241 or BIOL 135. Even years Summer.
- 351 Herpetology (4)**
Students will examine the extant reptile and amphibian families of the world. Topics will include classification (phylogeny), anatomy, physiology, ecology, and threats to the continued survival of these species. Prerequisites: ENVR 241 or BIOL 210. Odd years Fall.
- 358 Agriculture (4)**
A review of agriculture production systems and their environmental consequences, ranging from highly intensive industrial food production to more sustainable approaches, including organic agriculture, agroecology, biodynamic agriculture, and permaculture. Course includes field trips to local farms. Students will plant and maintain a Fall garden. Odd years Fall.
- 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.
- 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)**
Examines the fundamental concepts of deformation in the Earth's crust and trains students in field methods and problem-solving related to geologic mapping. This course covers stress and strain, rock deformation, kinematic and dynamic analysis, fold and fault classifications, stereographic projections, geologic maps, cross sections, and working with three-dimensional data. Includes required field trips. Prerequisites: ENVR 105, MATH 167 or 191. 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, 233. 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.
- 391 Conservation Biology (3)**
Examines threats to global biodiversity and focuses on how to protect threatened populations. Topics include the history of conservation, habitat management, species management, captive breeding, cloning, and the genetic integrity of populations. Students will develop a better understanding of how we may prevent extinctions and loss of ecosystem function. Prerequisite: ENVR 130. 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. Odd 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. Even 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 cooperater. 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 Liberal Arts First-Year Seminar (LA 178) (3-4)

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

ETHICS AND SOCIAL INSTITUTIONS (ESI)

[See Interdisciplinary Studies: Ethics and Social Institutions](#)

FRENCH (FREN)

[See Languages and Literatures](#)

GEOLOGY

[See Environmental Studies](#)

GERMAN (GERM)

[See Languages and Literatures](#)

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

Professor Lanou (Chair); Associate Professors Batada, Garbe, Rote, Wingert; Assistant Professors Jones, Sanchez-Flack; Lecturer Garrison

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.

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; 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 41 hours: HWP 190, 223, 224, 225, 294, 310, 335, 455, 459; 3 hours from HWP 350, 380, 499; and at least 9 additional HWP elective hours at the 200-400 level. HWP 295 may not be used to satisfy both the elective requirement and the HWP science requirement, listed below. BIOL 338 may be substituted for HWP 294.
- II. Required courses outside the major—8 hours: STAT 185 and one of the following options: a) BIOL 125 and 126; b) BIOL 328; c) CHEM 111 and 132; d) HWP 295.
- III. Other departmental requirements—Major competency is demonstrated in HWP 459. A grade of C or higher in HWP 310 and 459 is required to graduate.

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 35 hours: HWP 190, 223, 224, 225, 294, 310, 335, 455, 459; and at least 6 additional HWP elective hours at the 200-400 level. HWP 295 may not be used to satisfy both the elective requirement and the HWP science requirement, listed below. BIOL 338 may be substituted for HWP 294.

- II. Required courses outside the major—at least 45 hours: EDUC 210, 211, 219, 303, 314, 320, 346, 430, 434, 455 and 456; PSYC 319; STAT 185; and one of the following options: a) BIOL 123 and 124; b) BIOL 328; c) CHEM 111 and 132; d) HWP 295.
- III. Other departmental requirements—Major competency is demonstrated in HWP 459. A grade of C or higher in HWP 310 and 459 is required to graduate.

Minor in Health and Wellness Promotion

At least 20 hours: HWP 190, 294, 310; two courses from HWP 223, 224, 225, 250, 253; 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.

Courses in Health and Wellness (HW)

Note: Only four semester hours of 100-level HW activity 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.

190 Introduction to Health Promotion (3)

An introduction to personal health and wellness and the field of health promotion. Topics include history of health promotion, behavioral health theories and determinants of health, the multiple dimensions of wellness, personal health risk assessment, career opportunities, and current issues in health promotion. 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. Fall and Spring.

223 Physical Activity and Health (3)

An introduction to the role of physical activity on overall health. Emphasis is placed on physiological responses within the body during exercise, adaptations to training, and the relationship between physical activity, sedentary behavior and health. Students gain skills in designing safe and effective physical activity programs and assessing the efficacy of those programs and learn about physical activity on a societal level (current population levels of physical activity, the built environment related to physical activity,

and the sociocultural norms surrounding physical activity). Potential careers pertaining to physical activity and health are explored. Fall and Spring.

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. Fall and Spring.

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. Prerequisite: HWP 190. See department chair.

253 Health and Sexuality (3)

Explores the connection between sexuality and health from a variety of perspectives – sociological, psychological, sexological, and physiological, among others – and serves as an introduction to such topics as sexual and reproductive anatomy, sexual response, sexuality throughout the life cycle, prevention of sexually transmitted diseases, contraception, queer identities and sexualities, atypical sexual behavior, and sexual violence. A primary learning objective for this course is to become fully comfortable discussing a broad range of topics related to sexuality and sexual health in a manner conducive to enhancing education, awareness, and personal health. See department chair.

254 Women's Health (3)

Examines selected topics related specifically to women's health and wellness, and how knowledge, attitude, policy, and health behaviors relate to quality of life and health and well-being for people with female bodies and those who identify as women. Through contemplative practices as well as projects, students will demonstrate increased self-awareness and knowledge related to personal health and wellness and will apply the knowledge and skills learned to make informed decisions about individual health and the health of women as a community. Students will evaluate how physical and social environments and public policies influence both personal and public health through the study of the socio-ecological model of health, social determinants of health, and behavior change theory. Topics may include, but are not limited to, the reproductive cycle, gender and sexuality, positive coping strategies, emotional intelligence, nutrition, body image, health equity, politics of women's health, and complementary and alternative modalities for women's health. Every year.

265 Holistic Approaches to Health (3)

Serves as an introduction and overview to holistic and integrative approaches to healing and wellness traditions. Students explore a variety of approaches to wellness and healing such as herbal medicine, massage, Reiki, Ayurveda, Chinese medicine and others. Emphasis is on viewing health through a variety of cultural perspectives and traditions and exploring the evidence base for efficacy of these healing modalities. See department chair.

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. See department chair.

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. Fall.

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, kinesiological, 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 Community Health Promotion: Theory and Practice (4)

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. Emphasis is placed on understanding social determinants of health and their relationship to health disparities, utilizing health behavior change theories, and program models to develop interventions. Health promotion in various settings is explored and oral communication skills are practiced in this course. A grade of C or better is required to graduate. Prerequisites: HWP 190 and junior standing. Fall.

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, sociocultural issues, and communication contexts are examined while developing communication skills and strategies. Topics include interpersonal communication skills, health education and materials development, communication with health policy makers, media advocacy, and social marketing. Emphasis on written communication to promote health. 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 (4)**
Prepares the student to recognize and implement appropriate strategies to enhance fitness and exercise performance based on sound physiological principles. Topics include strength, flexibility and cardiovascular conditioning as well as body composition and nutrition for fitness. 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. Prerequisite: HWP 223. See department chair.

356 Health and Wellness Coaching Techniques (3)

An introduction to the principles, methods and techniques of wellness coaching (health coaching). Health behavior change theories and strategies are explored. Students will develop skills in interpersonal communication, positivity, coaching relationships, well-being assessment, and goal setting. Prerequisite: HWP 224. 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 setting that relates to their career goals and learning objectives. Requirements typically include readings, planning for and completion of a major project, weekly seminars and a final presentation. Prerequisites: junior standing, completion of 12 or more hours in HWP and permission of instructor. Fall and Spring.

381 Body Fat and Body Image (3)

Examines weight and body fat from multiple angles including physiological, environmental, and psychological ones. During this course, students will grapple with the continual juxtaposition of combating the health consequences of body fat/obesity and promoting positive body image. Current trends in body image discourse and strategies to facilitate positive body image are also examined and discussed. 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. 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; 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); (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. 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 Liberal Arts First-Year Seminar (LA 178) (3-4)**
Course offered to fulfill Liberal Arts Core requirement. See Liberal Arts section of catalog for course description. May not be used to fulfill major or minor requirements.

HISTORY (HIST)

Professors Rizzo (Chair), Hardy, Pearson, Pierce, Traboulsi; Associate Professors Judson, Waters; Assistant Professors Dunn, 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—40 hours: HIST 101, 102, 151, 152, 250, 451, 452; 4 hours from American History (category II); 4 hours from European History (category III); 4 hours from World History (category IV); 12 additional hours at 300-400 level.
- II. Required courses outside the major—None.
- III. Other departmental requirements—Major competency is satisfied in HIST 452. The course must be completed with a grade of C or higher.

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—40 hours: HIST 101, 102, 151, 152, 250, 451, 452; HIST 312 for American History (category II); 4 hours from European History (category III); 4 hours from World History (category IV); and 12 additional hours at 300-400 level. HIST 315 is required for students seeking 6–9 licensure.
- II. Required courses outside the major—11 hours: ECON 101; 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—Major competency is satisfied in HIST 452. The course must be completed with a grade of C or higher.

Minor in History

20 hours in History: HIST 101, 102, 151, 152 and 12 additional 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 8 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 4 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 (2)

A thematic approach to U.S. History with broad regional and chronological coverage to 1865. It emphasizes the critical reading of primary and secondary sources in order to introduce students to the discipline of history. Political, diplomatic, economic, social, religious, philosophical, and cultural perspectives will be addressed. General principles will be augmented with case studies. Students are advised to take both HIST 101 and 102 during the same semester, unless they have applicable transfer credit for one or the other. Fall and Spring.

102 The United States Since 1865 (2)

A thematic approach to U.S. History with broad regional and chronological coverage from 1865. It emphasizes the critical reading of primary and secondary sources in order to introduce students to the discipline of history. Political, diplomatic, economic, social, religious, philosophical, and cultural perspectives will be addressed. General principles will be augmented with case studies. Students are advised to take both HIST 101 and 102 during the same semester, unless they have applicable transfer credit for one or the other. Fall and Spring.

151 World Civilizations to 1500 (2)

A thematic approach to World History with broad geographical and chronological coverage to 1500. It emphasizes the critical reading of primary and secondary sources in order to introduce students to the discipline of history. Students will study the origins of civilizations, the creation of empires, and the rise of nation-states. Political, diplomatic, economic, social, religious, philosophical and cultural perspectives will be addressed. General principles will be augmented by case studies from specific regions. Students are advised to take both HIST 151 and 152 during the same semester, unless they have applicable transfer credit for one or the other. Fall and Spring.

152 World Civilizations Since 1500 (2)

A thematic approach to World History with broad geographical and chronological coverage since 1500. It emphasizes the critical reading of primary and secondary sources in order to introduce students to the discipline of history. Students will study the origins of civilizations, the creation of empires, and the rise of nation-states. Political, diplomatic, economic, social, religious, philosophical and cultural perspectives will be addressed. General principles will be augmented by case studies from specific regions. Students are advised to take both HIST 151 and 152 during the same semester, unless they have applicable transfer credit for one or the other. Fall and Spring.

250 The Historian's Craft (4)

A study in the practice and writing of history, its evolving methods, theories, and content, with attention to both academic and public history. The course is designed to provide students with a thorough grounding in the study of historiography, of the latest methods of conducting research in primary and secondary sources, and involves intensive instruction and practice in writing. 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. Fall and Spring.

451 Senior Seminar Preparation (2)

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, conduct research into the historiography of the chosen topic, complete a historiographical essay, and begin their primary source research for their thesis. Prerequisite: HIST 250 and 16 additional hours in History, to include 8 hours of 300-level HIST. Fall and Spring.

452 Senior Research Seminar (2)

A research seminar in which a student completes a supervised investigation of a selected subject begun in HIST 451. 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: 1865 to the Present (4)**

Students examine the diverse and intersecting experiences of women in the United States following the Civil War. The course explores the ways that industrialization, consumer culture, the expansion and transformation of rights and politics, and changing notions of sexuality affected women's lives and how they in turn shaped these historical forces. Special attention is paid to the ways that race, class, and sexuality shaped the social construction of womanhood in the years following Emancipation. Attention will be paid to diverse sources and students will have the opportunity to engage in secondary and primary historical research. See department chair.

302 African American History: 1865 to the Present (4)

Analyzes the historical experiences of African Americans in the United States since Emancipation. In this course students will examine the following topics central to the formation of African American identity: Reconstruction and the formation of post-emancipation societies, the origins of legal segregation and the politics of white supremacy, migration from the South, political activism and intellectual production, African Americans and the labor movement, African American cultural production, the long civil rights movement, and contemporary issues. Attention will be paid to the ways that class, gender, and sexuality shape notions of African American identity. Students will engage with a diverse range of sources and have the opportunity to conduct research in primary and secondary sources. See department chair.

303 Colonial North America (4)

Examines early North America from before European/American Indian contact to 1763. The course pays particular attention to the development of the North American colonies within the larger Atlantic World. We will examine the interactions among indigenous, European, and African peoples and cultures, as well as the competition for empire among English/British, Dutch, 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 (4)

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, the role of the U.S. in other 18th- and 19th-century independence movements, 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, foreign relations, and the American character. See department chair.

- 305 Civil War and Reconstruction (4)**
Explores the factors leading to secession and the Civil War. It examines the causes, course, and social, political, and economic consequences of the war. The course also examines the post-Civil War period of Reconstruction, exploring the political and economic factors that shape that period. These include an examination of the presidency of Ulysses S. Grant and the making of the New South. The course also examines the multiple meanings that this transforming event has engendered among different groups and different regions of the United States. See department chair.
- 306 Southern Women's History (4)**
Students will examine some of the major themes in southern women's history. We will study the ways that class position, the dominant racial hierarchy and ideas about gender and sexuality shaped the lives of women in the southern United States. Students will also study the ways that southern women crafted strategies of resistance, forged new identities for themselves, engaged with economic and political systems, and projected their goals and interests into the southern public sphere. We will pay close attention to intersectionality in our study of southern women and womanhood and identify the diverse ways that women negotiated with power. Students will engage with a wide range of sources and have the opportunity to conduct research in primary and secondary sources. See department chair.
- 307 Women in the Modern Civil Rights Movement (4)**
Students will study the Black Freedom Struggle in the United States from the perspective of the women who lead and joined the movement. Students will examine new notions of leadership and politics and new perspectives on organizing strategies. We will study the significance of gender differences as well as the significance of sexuality and class differences within the movement. Student will also examine relations among diverse groups of women in the movement in order to understand the impact of inter-racialism within the black freedom struggle. Students will engage with a wide range of sources and have the opportunity to conduct research in primary and secondary sources. See department chair.
- 309 History of the "Old South" (4)**
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. Intensive work with primary sources and scholarly interpretations of the period will support advanced research. See department chair.
- 310 African American History to 1865 (4)**
Presents the history of the United States by emphasizing the beginnings of African slavery to the development of the 'peculiar institution' in America by examining the intellectual debates surrounding labor needs and race. In a contextual setting, students will learn about the formation of a unique African American culture and its influence on the larger culture of the North American colonies and States. See department chair.
- 312 U.S. Constitution in Context (4)**
In a secret meeting more than 200 years ago, a small group of political leaders drafted a document that remains to this day the foundation of American government. In 1787, the U.S. Constitution explicitly permitted slavery, and it countenanced the disenfranchisement of all women and of men without property. Today, with its 27 amendments, it stands as the embodiment of American ideals and the most important

unifying element in a nation that is increasingly diverse and at times deeply divided. This course will examine the text and interpretation of this remarkable document and the forces that have influenced its development and interpretation over the past two hundred years of our nation's history. Fall.

315 North Carolina History (4)

An evaluation of North Carolina's contributions to the nation and the South through the state's development from its colonial origins to the 21st century. The course offers a particular emphasis on the diverse peoples who have contributed to NC history, the state's origins as "poor, but proud," and the interplay of conservative and progressive forces in the state's political and cultural history. Every year.

318 The Modern South (4)

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. This course particularly deals with the challenges of historical memory and the historical importance and variety of perspectives of a "perceived South" from the idyllic region of "moonlight and magnolias" to the nightmare home of Billie Holiday's "Strange Fruit." See department chair.

319 Southern Appalachian History and Culture (4)

An multidisciplinary 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. This course looks at the region's unique material culture, religion, music, dance, arts & crafts, oral traditions, and literature, how they developed and how they have evolved to the present day. Spring.

Category III. European History Courses

347 History of Ireland (4)

A survey of Irish history from the pre-Celts to the late twentieth century. The course emphasizes politics and religious nationalism within the context of union with and independence from Britain. Special emphasis on the background to, and development of, the twentieth-century conflict between Northern Ireland and the Republic of Ireland. See department chair.

348 Britain to 1688 (4)

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. The course will also examine the English background to settlement in North America and the development of seventeenth-century colonial political culture. See department chair.

349 The Age of Enlightenment (4)

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 places the Enlightenment in comparative context looking at various enlightenments in Asia and North and South America. See department chair.

- 350 Britain Since 1688 (4)**
A study of Europe's first industrial society, the transition from limited monarchy and aristocracy to representative democracy, imperialism and empire in the eighteenth, nineteenth and early twentieth-centuries, the experience of the world wars and the emergence of socialism. The course will examine Britain's diminished international role since 1945 and its place in the European Union. See department chair.
- 357 Gender and Imperialism (4)**
In this survey of European hegemony (1765-1965), students will explore the ways in which imperial relations constructed modern race and gender identities in the sphere of intimate life. This seminar will revolve around readings of primary sources including letters, memoirs, pamphlets, fiction, and artistic production. See department chair.
- 358 European Feminisms (4)**
Beginning in the Renaissance, learned men and women called for expanded opportunities for women and articulated a critique of patriarchal institutions. Their legacy inspired later generations of feminists who, thanks to modernization, had greater opportunities for mass-mobilization. This course will examine feminist pioneers and mass movements across the European continent. The development of European Feminisms will be placed in a global context. See department chair.
- 359 German History (4)**
A study of Germany's unification and subsequent attempts at creating unity under various regimes throughout the 19th, 20th, and 21st centuries. The course will study the political ideologies of liberalism, nationalism, imperialism, fascism, socialism, and democracy as well as their social and cultural expressions. Emphasis is placed on Germany's place in the world. Every other year.
- 362 The French Revolution (4)**
An in-depth study of the French Revolution (1788–1815), this course explores competing historical interpretations of this singularly significant event. It looks backwards to the origins of the Revolution in the Enlightenment and forwards to its influence in later Revolutions across the globe. See department chair.
- 364 Europe: 1848–1918 (4)**
In 1800, about 35% of the world was controlled by European powers; by 1914, Europe controlled 85%. This course tells that story and its implications for nearly everyone on the planet. Beginning with the widespread revolutions of 1848 and ending with WWI, this 70 year period in European history introduced ideologies and technologies which changed the world. The spread of socialism and communism, the development of feminism and trade unionism, and the emergence of global capitalism transformed people's lives everywhere. See department chair.
- 369 Europe: 1900-1950 (4)**
A political, social, and cultural study of Europe from the turn of the century through the end of the Second World War. Topics include modernism, the First and Second World Wars, the collapse of overseas empires, Fascism, Socialism, and the Holocaust. Emphasis is placed in Europe's connection to the globe. Every other year.

Category IV. World History Courses

- 331 Race, Nations and Genocide (4)**
A reading seminar that will examine the definitions of crimes against humanity, genocide, and human rights as well as the historical development and contested nature of the categories ethnicity, nationality, and race. Focused on population politics as a

global phenomenon, case studies will include the indigenous populations of Africa, Australia, and North America as well as the Armenian Genocide, the Holocaust, Rwanda, former Yugoslavia, and Darfur among others. Every other year.

332 Pre-Columbian American History (4)

A thematic and chronological approach to the study of the section of the Americas that would, beginning in 1492, be colonized by Spain and Portugal. It emphasizes the three great pre-invasion civilizations of the Maya, the Aztec, and the Empire of the Inca but also explores other contemporary polities in the region. Historical archaeology as well as readings of primary texts in many forms from this time will be utilized to bring these civilizations into modern focus. See department chair.

333 Colonial Latin American History (4)

A thematic approach to the study of the colonial period in the American Spanish and Portuguese colonies. Social, political, economic, and environmental history is emphasized in this course. Translated primary sources are a fundamental element while secondary literature is employed to bring historical context. Case studies of the lives of individuals from all walks of life are employed to increase student understanding of the region's cultural diversity. See department chair.

334 Modern Latin American History (4)

A thematic approach to the study of Latin American independence and the modern period. The social, political, economic, and environmental history of these former Spanish and Portuguese colonies is emphasized. Primary and secondary literature (translated) are employed to explore the daily lives of the inhabitants of the region in order to raise student awareness of the region's wide variety of cultures. See department chair.

338 History of Brazil (4)

A thematic and chronological approach to the study of the history of Brazil, beginning with the arrival of the Portuguese in 1500 and ending in the present age. The course considers the cultural, political, and economic developments that have shaped Brazil. The course also places Brazil's history in a comparative context by contrasting its development with other North and South American nations. See department chair.

339 Readings in African History (4)

An introduction to African history from 1800 to the present. Organized thematically around politics, economics, the environment, and culture, this course will explore an African experience of European colonization and colonial rule, the process of decolonization, and Africa in the late 20th and early 21st centuries. Every other year.

380 Imperial China (4)

A history of traditional China from Neolithic times to the Ming Dynasty (1368–1644). This overview of the first two millennia of Chinese civilization covers not just politics but also cultural, social, and economic history. See department chair.

381 Modern China (4)

An investigation 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-Mao reforms. The course will also address China's increasing role in the global economy. See department chair.

382 American Indian History, Precontact to 1840 (4)

Examines the experience of North American Indians from their earliest origins to the creation of Indian Territory and removal of First Peoples in the 1830s and 1840s. The

course focuses on the ways in which American Indians constructed their societies before European contact; regional and cultural diversity among the First Peoples; how Native Americans 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 (4)

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 and 21st centuries. See department chair.

384 History of Japan (4)

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 and its development as a democratic economic superpower after World War II. See department chair.

388 Introduction to Islam (RELS 388) (4)

Explores Islam as a faith and way of life. In addition to studying the Quran and Prophetic traditions, the course will closely examine the dynamics of Islamic law and its role in everyday life. In addition, the course will deal with Muslim ritual and devotional practices, Sufism, and reformist and Islamist movements in the twentieth century. See department chair.

389 The Modern Middle East (4)

Examines the political, social and economic history of the Middle East from the 18th to the 21st century. The course will focus on the decline of the Ottoman Empire, European colonialism, the rise of Arab Nationalism, the Arab-Israeli conflict, authoritarian regimes, political Islam, and the Arab Spring. See department chair.

391 The History of the Atlantic World, 1492-1820 (4)

Examines the Atlantic world through the experiences of the men and women who inhabited it through the independence movements and revolutions of the late 18th and early 19th centuries. Explores specific topics that illustrate how the cultures of the Atlantic World were created by the peoples of Africa, Europe, the Caribbean, and the Americas, through scholarly works and primary sources such as letters, memoirs, travel accounts, fiction, music, and visual art. See department chair.

393 The Medieval Middle East (4)

Explores the early history of the Middle East from the 5th to the 10th century. It covers the major political, religious, and social developments from pre-Islamic Arabia, the rise of Islam, the Rightly-Guided caliphate, Umayyads, and Abbasid caliphates. In addition to studying the socio-political history of the region, students will read primary sources in translation. See department chair.

394 Food in the Muslim World (4)

Explores Islam and the Muslim world from the angle of food culture. Food will provide an interdisciplinary approach to the Islamic religious traditions and the Muslim cultures from the rise of Islam to the present, and from North Africa to South Asia. We will be covering the scriptural traditions, legal systems, ethical values, literary output and cultural exchange within and without the varied Muslim communities. A hands-on experience is necessary to grasp the material so a kitchen lab will form an integral part of the curriculum. See department chair.

Category V. Unclassified

395 History Internship (1-4)

A scheduled internship with an archival, museum, company, or historic or government agency, to be taken on an individual basis by majors with at least 21 hours of history. Students will spend at least 35 hours per credit hour at the internship site. Permission of department chair and a supervising faculty member is required.

398 Hands-On History (4)

Provides students with basic training in the work of the public historian. Includes work with collecting oral histories, archival training, and working with and evaluating material culture. Each student will complete a 100-hour internship with an archive, museum, company, or historic or governmental agency. See department chair.

499 Undergraduate Research in 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 History (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. These courses may be distributed into categories II through IV above as determined by department chair.

178 Liberal Arts First-Year Seminar (LA 178) (3-4)

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

HONORS (HON)

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. Students must complete at least two, 3- or 4-credit-hour Special Topics Honors courses at the 300-level or higher. Such courses may be designated by an Honors (HON) prefix or by a departmental prefix with Honors designation indicated in the section number.
- II. No more than 9 combined credit hours in Readings for Honors courses and HON 499 may count toward the 21 hours.
- III. 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. Ordinarily, students not meeting these requirements will have one semester after falling below the standards to comply. In special cases, as indicated below, the Honors Program Director will regularly assess the standing of students who make significant progress toward compliance. Students who remain in noncompliance with no progress after one semester will be suspended from the program and will have to reapply for admission through the Honors Program office.

GPA

Students must maintain an overall GPA of at least 3.25. A student whose overall GPA falls below 3.25 will have one semester in which to raise the GPA to the minimum level. If after one semester, the GPA remains below 3.25, the student may request a waiver from the Honors Program Director to remain in the program. The Director, after consultation with the student's instructors for the term in question, may grant such a waiver in extenuating circumstances.

Regular enrollment in Honors courses

Students must complete at least 3 hours of Honors credit every other semester. Students not meeting this criterion may request a waiver from the Honors Program Director to remain in the program. The Director may grant such a waiver in extenuating circumstances.

Honors Credit for Courses Taken at Schools Other than UNC Asheville

Students may receive Honors credit for courses taken at other institutions, either through transfer or through Study Abroad. Credit for at most one Honors Special Topics course may be granted for courses taken at other institutions.

Transfer students who were in Honors programs at other institutions may petition the Honors Program director for up to 9 credit hours for Honors-designated classes taken at previous institutions.

Study Abroad students may be granted up to 6 credit-hours for one term or semester of Study Abroad and up to 9 credit-hours for one year of Study Abroad. Honors credit will only be given for Study Abroad courses taken at the 300-level or higher. Students wishing to receive Honors credit for courses taken through a UNC Asheville approved Study Abroad program 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.

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.

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

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 Liberal Arts First-Year Seminar (LA 178) (3-4)

Course offered to fulfill Liberal Arts Core requirement. See Liberal Arts section of catalog for course description. 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.

HUMAN RIGHTS STUDIES (HRST)

The Human Rights Studies minor will help students think critically, creatively, and comprehensively about human rights locally, nationally, and internationally from a variety of disciplinary perspectives. While administered by the Political Science department, it draws content, methods and skills from across the disciplines. Insights from Political Science, Anthropology, Sociology, Economics, History, Literature, Philosophy, and a variety of Interdisciplinary Programs can help elucidate and explain how various human rights concepts have emerged, evolved, been codified and implemented (often selectively and incompletely). The program will highlight the philosophical and political tensions inherent in human rights discourse and action, and will also promote unique student opportunities for undergraduate research and engaged scholarship in human rights, helpful to careers in areas such as public policy and administration, education, human services, humanitarian aid, business, journalism, law, criminal justice and law enforcement.

Requirements for the Minor

The Human Rights Studies minor requires a minimum of 18 semester hours, including one course from HRST 201, INTS 214, PHIL 214 or POLS 388. The additional courses should be chosen from the lists below. No more than three courses can come from any one discipline, and no more than two courses can be used from the student's major or other minors. Other appropriate courses with a human rights emphasis may be approved by the program director.

Students should consult with the director of the minor to ensure that the courses selected display a significant degree of coherence and coverage. Students are encouraged to include a human rights-related undergraduate research project, community-engaged scholarship project, internship, and/or study abroad experience, approved by the director of the Human Rights Studies minor, as part of their program 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.

Human Rights in Global Perspective

- AFST 334 Global Leadership and International Service (4)
- AFST 364 Africa in the Global Context (4)
- AIIS 200 Introduction to American Indian and Indigenous Studies (4)
- AIIS 205 Issues, Ideas and Identity in Contemporary Native America (4)
- ASIA 334 Nation-Building, Identity and Diversity in South Asia (4)
- ETHN 100 Introduction to U.S. Ethnic Studies (4)
- HIST 389 The Modern Middle East (4)
- INTS 334 Nation-Building, Identity and Diversity in South Asia (4)
- LIT 328 Ethnic Literatures (4)
- PHIL 304 Social and Political Philosophy (4)
- PHIL 305 Philosophy of Law (4)
- PHIL 315 Islamic Philosophy (4)
- PHIL 323 Philosophy of Third World Feminism (4)
- POLS 320 Challenges to American Democracy (4)
- POLS 344 Black Political Thought (4)
- POLS 362 African Politics (4)
- POLS 389 International Law (3)
- RELS 315 Islamic Philosophy (4)
- SOC 320 Sociology of Race (4)

Human Rights of Marginalized Populations

- ANTH 339 Intersections of Gender in the Americas (4)
- ANTH 350 Body, Disability, and Culture (4)

ANTH	357	Disrupted Lives: The Anthropology of Social Suffering (4)
LIT	346	Readings in Gender and Sexuality (4)
PHIL	302	Philosophy of Sex and Gender (4)
PHIL	321	Philosophy of Disability (4)
PHIL	365	Feminist Theory (4)
POLS	348	Women and Politics (4)
SOC	220	Juvenile Delinquency (4)
SOC	380	Feminist Theory (4)
SOC	390	Queer Sociology (4)
WGSS	100	Introduction to Women, Gender and Sexuality Studies (4)
WGSS	365	Feminist Theory (4)

Civil and Political Rights

AFST	433	Politics of War in Africa (4)
HIST	301	Women in United States History: 1865 to the Present (4)
HIST	302	African American History: 1865 to the Present (4)
HIST	307	Women in the Modern Civil Rights Movement (4)
HIST	331	Race, Nations and Genocide (4)
POLS	311	Politics of Violence (4)
POLS	330	Individual Rights and Civil Liberties (3)
POLS	331	Immigration and Refugee Law and Policy (3)
POLS	343	Politics of the Civil Rights Era (4)
POLS	368	Latin American Politics (4)
POLS	387	International Organizations (4)
PSYC	343	Psychology and Law (4)
SOC	200	Criminology (4)
SOC	480	Sociology of Law (4)

Economic, Social and Cultural Rights

ASIA	364	Gender and Development in South Asia (4)
ECON	242	Economics of Food (3)
ECON	314	Economic Growth and Development (3)
ECON	337	Environmental Economics and Policy (3)
ENVR	324	Environmental Ethics (3)
ENVR	332	Environmental Management (3)
HWP	250	Health Parity: Domestic and Global Contexts (3)
INTS	364	Gender and Development in South Asia (4)
POLS	325	Urban Politics (4)
POLS	337	ReStorying Community (4)
POLS	353	Politics and Social Welfare Policy (4)
POLS	357	Civic Engagement in Community (4)
POLS	363	The Political Economy of Development (4)
SOC	210	Contemporary Social Problems (4)
SOC	312	Society, Culture, and Poverty (4)
SOC	387	Gender, Globalization and Development (4)

Courses in Human Rights Studies (HRST)

201 Perspectives on Human Rights (3-4)

An introduction to human rights as understood from a variety of philosophical, political and cultural perspectives. The focus is primarily on the concept of human rights, how it has evolved into an international practice. The course draws from interdisciplinary source materials to investigate the impacts of international human rights doctrine around the world. Every year.

171-4, 271-4, 371-4, 471-4 Special Topics in Human Rights Studies (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.

178 Liberal Arts First-Year Seminar (LA 178) (3-4)

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

HUMANITIES (HUM)

Professor Hook (Director); Lecturers Campbell, Dunn, Gusain, Lundblad

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 **Liberal Arts First-Year Seminar (LA 178) (3-4)****
Course offered to fulfill Liberal Arts Core requirement. See Liberal Arts section of catalog for course description. May not be used to fulfill major or minor requirements.

INTERDISCIPLINARY CERTIFICATES

Constituent courses in interdisciplinary certificate programs approach a topic or issue from multiple disciplinary perspectives and highlight connections between concurrent or consecutive courses comprising the certificate. Undergraduate interdisciplinary certificates include an engaged experience such as a cornerstone course, a capstone course, or another high impact educational practice such as UNC Asheville faculty-led study abroad, cross-course projects, undergraduate research, or service learning. Interdisciplinary certificates will be recorded along with majors and minors on the student's permanent transcript.

Interdisciplinary Certificates may only be completed in conjunction with the completion of an undergraduate degree at UNC Asheville, and require a minimum of 4 courses and 12 semester hours. Courses must represent at least two different disciplines (as determined by course prefix) from two different departments. No more than eight of the required 12 semester hours that a student applies toward an interdisciplinary certificate may have the same course prefix. No more than 8 hours from a declared major or minor may be applied toward an interdisciplinary certificate. At least 3 of the 12 hours must be at the 300-400 level. All courses used for the certificate must be completed at UNC Asheville.

Interdisciplinary Certificate in Contemplative Inquiry

Professor Chess (Coordinator)

The Interdisciplinary Certificate in Contemplative Inquiry focuses on creating opportunities for greater inquiry, connection, reflection, insight, and communication. It does so by nurturing and supporting students' practical and critical first-person experience and inquiry through the use of varied contemplative practices, including mindfulness techniques, meditation, focused thought exercises, beholding, deep listening, reflective writing, contemplative movement, and dialogue. The certificate requires a minimum of 4 courses and 12 semester hours, including IST 220, Art and Science of Meditation, the cornerstone course for the certificate. The remaining courses and credits may be chosen from the list below, following the required guidelines listed above for all interdisciplinary certificates. The courses must be completed with the instructor listed to be applicable to the certificate. With the approval of the certificate coordinator, other courses may be taken to meet the certificate's requirements. All courses and credits must be completed at UNC Asheville.

Course			Instructor
ANTH	380	Zen Anthropology	Wood
ARTH	201	Introduction to Art History I	Bares
ARTS	310	Arts and Ideas: Mind and Place	Bares
ARTS	310	Arts and Ideas: Holocaust and the Arts	Chess
ASIA	313	Asian Philosophy	Maitra
DAN	116	Yoga	Bambara
DAN	120	Somatic Movement Practices I	Bambara
DAN	220	Somatic Movement Practices II	Bambara
ECON	101	Principles of Macroeconomics	Mahoney
ECON	102	Principles of Microeconomics	Mahoney
ECON	450	Seminar in Economics: Happiness and Economics	Mahoney
EDUC	320	Middle School Principles, Practices, and Materials	Ruppert
ETHN	100	Introduction to U.S. Ethnic Studies	Jansen
ENVR	334	Environmental Policy	Eggers
HWP	250	Health Parity: Domestic and Global Contexts	Batada
HWP	290	Introduction to Biofeedback	Jones
HWP	315	Stress Management and Optimal Performance	Jones
IST	200	Ideas to Action	Manns
LIT	324	American Literary Tradition	Jansen
LIT	327	Readings in Poetry	Chess

LIT	328	Ethnic Literatures	Jansen
LIT	364	Postcolonial Literature	Jansen
PHIL	217	Buddhist Philosophy	Maitra
PHIL	313	Asian Philosophy	Maitra
PSYC	329	Cognitive Psychology	Foo
PSYC	412	Senior Seminar in Psychology: Internship	Himelein
RELS	326	Religion and Dance in South Asia	Zubko
RELS	386	Buddhism	Zubko

Interdisciplinary Certificate in Food, Food Systems and Culture

Participating faculty and departments: Lanou (Coordinator) (Health and Wellness); Clarke (Biology); Mathews (Economics); Moorhead (Environmental Studies); Peterson (Sociology and Anthropology); Wasileski (Chemistry); Wingert (Health and Wellness)

The Interdisciplinary Certificate in Food, Food Systems and Culture focuses on developing the student as an informed consumer of food by providing a platform for discussion of what we eat, why we eat, where our food comes from and its journey from production to consumption, and how food affects our bodies, health and lives.

In addition to the distribution of requirements listed above, at least one course must be chosen from the listing of Food-focused courses. Food-focused courses have food, food systems or food culture as a central theme and consistently offer students an intentionally interdisciplinary experience (e.g. cross-course project or other high impact pedagogical practice). The remaining three or more courses may be chosen from Food-focused or Food-related courses, following the distribution guidelines required of all interdisciplinary certificates. Other courses may be substituted with approval of the certificate coordinator.

Food-focused Courses

BIOL	110	Plants and Humans (3)
CHEM	109	The Food of Chemistry (4)
ECON	242	Economics of Food (3)
HWP	225	Nutrition and Lifestyle (3)
HWP	333	Food Politics and Nutrition Policy (3)

Food-related Courses

ENVR	358	Agriculture (4)
HWP	455	Pathophysiology of Chronic Conditions and Illnesses (3)
SOC	368	Sociology of Gender (4)

INTERDISCIPLINARY STUDIES (IST)

Associate Professor Boakye-Boaten (Director); Professors Bond, Subramaniam; Associate Professor Li; Assistant Professors Adcock, Kapur, Kaur

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 one of four ways. Students can pursue a concentration in Arts Management and Entrepreneurship, 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)**200 Ideas to Action (2)**

Students learn how to turn their ideas into plans that can become reality. They will be introduced to entrepreneurship, do a critical analysis of problems and needs, and work in interdisciplinary teams to design ventures. Students will form teams based on their interests, and will receive mentoring from professional entrepreneurs and other community leaders as they create their proposals with a market analysis, impact statement and financials. Students will present their work on-campus and have the opportunity to take their plans to the next level by participating in off-campus events. Fall.

220 Art and Science of Meditation (2)

Though most often associated with spiritual practice, meditation has long played a role not only in many religious traditions but also in disciplinary traditions from philosophy to biology. With the broad goal of cultivating greater understanding of the diverse contexts and histories of meditation, this course will engage students in critical discourse on individual and interdisciplinary perspectives on meditation, as well as in personal practices to enhance academic and personal learning. As part of this course, students will: read texts that inform and challenge us to think and reflect about meditation; discuss how meditative practices can be incorporated into methodologies of various disciplines and sectors; explore disciplinary perspectives on meditation, from current brain function and health sciences to empathy, sympathy, and compassion toward others in the larger world community. As a way to assimilate knowledge with personal experience, we will engage in individual and group meditative practices throughout the semester. Spring.

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.

325 Internship: Exploring Career Choices (3)

Designed for students participating in exploratory internships to clarify and/or advance their career goals. Provides a structured and guided learning environment to help students reflect on the meaning of their internship experience. Students must arrange an internship placement prior to the start of the course and meet with the Career Center's Internship Coordinator for internship site approval. Although the Career Center does not provide internship placements, it offers assistance and resources to assist students. Open to students from all majors and academic levels. Fall and Spring.

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 ARTS MANAGEMENT AND ENTREPRENEURSHIP (AME)

Professor Bond (Director)

The Arts Management and Entrepreneurship concentration provides students with the knowledge and skills to connect their artistic abilities with business, innovation, and entrepreneurial endeavors. Successful artists in the 21st century recognize their artistic product is also a commodity requiring marketing, management, and creative entrepreneurship. The AME program provides students with education in the arts and the development of skills in accounting, management, legal and ethical practices, marketing, self-promotion, and entrepreneurship. The curriculum also provides exposure to evidence-based best practices in leadership and advocacy, informing students of issues in the arts and helping them visualize how they can make a difference in their communities. Additionally, each student has the opportunity to gain vital practical experience working in arts internships with an on-campus department or program, or as part of an approved off-campus professional arts organization, creative business and/or working artist. Graduates are equipped with the knowledge of various arts careers, the tools to create their own business, and the ability to innovate, market and monetize their creative ideas. The AME program is dedicated to cultivating innovation, creativity, and the entrepreneurial spirit.

- I. Required courses for the major—at least 29 hours: ACCT 215; ARTS 310 (designated topics); ECON 306; IST 200; LANG 354 or NM 231; MGMT 130, 250, 300, 366.
- II. Arts Management & Entrepreneurship Seminar—4 hours: AME 420
- III. Internship or Community Engaged Undergraduate Research Project in an Arts discipline—3-4 hours. In consultation with the major advisor and elected course

instructor, students will complete one senior-level culminating project from either category:

- a. Engage in an internship with an approved on or off-campus professional arts organization, creative business or artist and register for one of the following internship courses: AME 480, ARTH 302, DRAM 490, IST 325, LANG 340, LIT 340, MCOM 352, MUSC 490, or NM 340.
 - b. Propose a community engaged undergraduate research project in an arts discipline and register for one of the following undergraduate research courses: AME 499, ART 499, ARTH 499, DRAM 499, IST 499, LANG 499, LIT 499, MCOM 499, MUSC 499 or NM 499.
- IV. Arts Emphasis—16 credit hours. Complete one of the following groups:
- a. ART 122, 133, 144, and 4 additional ART hours at the 200-level
 - b. ARTH 201, 202, 420, and 4 additional ARTH hours at the 300-level
 - c. DRAM 111 or 113, 121, 144, 220, and 6 additional DRAM hours at the 300-400 level
 - d. LANG 260 and 12 hours from LANG 361, 363, 365 and 366 chosen from at least two genres
 - e. MCOM 104, 201, and 8 hours from MCOM 393, 394 and 395 (designated topics)
 - f. MUSC 130, 131, either 348 or 349, 382, 383, and 3 hours of ensemble from MUSC 113-129
 - g. NM 101, one course from 142, 144, 146 or 344, and 8 additional NM hours at the 200-400 level
- V. Other concentration requirements—Major competency is demonstrated in AME 420. The course must be completed with a grade of C or higher. At least 30 of the total required hours must be taken while a student at UNC Asheville. Students completing the concentration in Arts Management and Entrepreneurship who also want to minor in Art, Art History, Drama, English with a Creative Writing concentration, Mass Communication, Music or New Media must complete at least 6 hours of courses for the minor that are not used to complete the requirements for the AME concentration.

Minor in Arts Management and Entrepreneurship

Required courses for the minor—24 hours: ACCT 215; ARTS 310 (designated topics); IST 200; MGMT 130, 250 and 366; and at least 6 credit hours from the courses listed below.

Note: electives courses may not be used to complete the course requirements for any other major or 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.

ARTH	420	Museum Studies (4)
DRAM	220	Stage Management (2)
ECON	101	Principles of Macroeconomics (3)
ECON	102	Principles of Microeconomics (3)
ECON	306	Managerial Finance (3)
LANG	354	Professional Writing (4)
MCOM	104	Media, Ethics and Society (4)
MCOM	201	Basic Journalism (4)
MCOM	293	Mass Media Workshop (designated topics) (4)
MCOM	294	Mass Media Workshop (designated topics) (4)
MCOM	295	Mass Media Workshop (designated topics) (4)
MCOM	393	Issues in Media Studies (designated topics) (4)
MCOM	394	Issues in Media Studies (designated topics) (4)
MCOM	395	Issues in Media Studies (designated topics) (4)
MGMT	230	Organizational Behavior and Theory (4)

MGMT	300	Legal and Ethical Environment (4)
MUSC	382	Music Industry and Business I (3)
MUSC	383	Music Industry and Business II (3)
NM	101	Digital Design Principles (4)
NM	231	Introductory Interactive Media (4)

Courses in Arts Management and Entrepreneurship (AME)

420 Arts Management and Entrepreneurship Seminar (4)

This seminar style course will explore the interdisciplinary nature of Arts Management and Entrepreneurship through discussions, writing, presentation projects, and guest speakers. Prerequisite: permission of instructor. See Arts Management and Entrepreneurship director.

480 Project-Based Professional Internship (3)

Semester long, project-based internship with an approved off-campus professional arts organization, creative business or artist, typically scheduled for students in their senior year. Specific information is available from the major advisor. Prerequisites: Minimum 2.0 grade point average overall and in major courses and permission of the Arts Management and Entrepreneurship director. See Arts Management and Entrepreneurship director.

499 Undergraduate Research in Arts Management and Entrepreneurship (1-4)

Independent research under the supervision of a faculty mentor. May be repeated for a total of 8 hours credit. See Arts Management and Entrepreneurship director.

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

Courses with significant Arts Management or Entrepreneurship 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 Arts Management and Entrepreneurship director.

178 Liberal Arts First-Year Seminar (LA 178) (3-4)

Course 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: CONCENTRATION IN ETHICS AND SOCIAL INSTITUTIONS (ESI)

Professor Konz (Coordinator)

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 14 of the 18 elective hours must be at the 300-level or above.
- IV. Other concentration requirements—Major competency is demonstrated in ESI 490. The course must be completed 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 12 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.

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.

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 Liberal Arts First-Year Seminar (LA 178) (3-4)

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

INTERDISCIPLINARY STUDIES: INDIVIDUAL DEGREE CONCENTRATION

Associate Professor Boakye-Boaten (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 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.

INTERDISCIPLINARY STUDIES: CONCENTRATION IN INTERNATIONAL STUDIES (INTS)

Associate Professor Boakye-Boaten (Coordinator)

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 including an introductory course chosen from AFST 130, ANTH 100, ASIA 100, ECON 250, ESI 101, HIST 152, INTS 201, IST 290, POLS 281 or RELS 280; at least 18 hours of international studies related coursework from the courses listed below; and INTS 494. The 18 elective hours must be chosen from a minimum of three disciplines, with at least 12 hours at the 300-level or above. Other appropriate courses with an international focus may be approved by the program 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 modern 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 in INTS 494.

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	201	Intermediate Chinese I (4)
ASIA	202	Intermediate Chinese II (4)
ASIA	305	Close Encounters of the Third Kind: East Asian Cultures through Film (4)
ASIA	310	East Asian Literature in Translation (4)
ASIA	320	Southeast Asia in the New Global Era (4)
ASIA	330	Asia in the 21st Century (4)
ASIA	334	Nation-Building, Identity and Diversity in South Asia (4)
ASIA	364	Gender and Development in South Asia (4)
ECON	314	Economic Growth and Development (3)
ECON	350	International Trade and Finance (3)
ECON	355	Open Economy Macroeconomics (3)
ENVR	324	Environmental Ethics (3)
HIST	330	World War II (4)
HIST	350	Britain Since 1688 (4)
HIST	357	Gender and Imperialism (4)
HIST	358	European Feminism (4)
HIST	362	The French Revolution (4)
HIST	364	Europe: 1848-1918 (4)
HIST	380	Imperial China (4)
HIST	381	Modern China (4)
HIST	383	Women in China (4)
HIST	384	History of Japan (4)
HIST	388	Introduction to Islam (4)
HIST	389	The Modern Middle East (4)
HWP	250	Health Parity: Domestic and Global Contexts (3)
INTS	214	Philosophy of Human Rights (4)
INTS	301	Globalization: An Interdisciplinary Study (4)
INTS	305	Close Encounters of the Third Kind: East Asian Cultures through Film (4)
INTS	310	East Asian Literature in Translation (4)
INTS	320	Southeast Asia in the New Global Era (4)
INTS	330	Asia in the 21st Century (4)
INTS	334	Nation-Building, Identity and Diversity in South Asia (4)
INTS	354	The Nuclear Dilemma (3)
INTS	364	Gender and Development in South Asia (4)

LIT	328	Ethnic Literatures (4)
LIT	364	Postcolonial Literature (4)
MGMT	398	Global Management (4)
MGMT	407	Global Finance (4)
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	387	International Organizations (4)
POLS	388	Human Rights and International Politics (3)
POLS	389	International Law (3)
RELS	381	Religions of South Asia (4)
RELS	386	Buddhism (4)
RELS	387	Religion and Culture of Judaism (4)
RELS	388	Introduction to Islam (4)
SOC	364	Population and the Environment: An International Perspective (4)
SOC	480	Sociology of Law (4)

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 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 at least 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 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.

305 Close Encounters of the Third Kind: East Asian Cultures through Film (ASIA 305) (4)

An interdisciplinary course that comparatively engages East Asian cultures in the context of the immense political and cultural transformations over the past century as represented in popular cinema. It aims to critically examine questions of aesthetics and genres as they relate to these East Asian cinemas; the social, cultural and political contexts for negotiating issues ranging from history, nationalism, geopolitics, globalization to urban culture, gender and sexuality; and the contexts for the global reception of these films. No language prerequisites. Spring.

310 East Asian Literature in Translation (ASIA 310) (4)

An interdisciplinary course that explores the ways in which literature has served as both a culturally determined medium for the representations and perceptions about East Asia, and a reflection of the diverse expressions of East Asian cultures. This course introduces students to East Asian literatures in translation and uses literature as a window into East Asian cultures and sensibilities. Students focus on genres, writers, and literary styles and movements that have left a lasting mark on East Asian literary history; they also focus on how East Asian aesthetics differ from the Western norms. Odd years Fall.

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.

334 Nation-Building, Identity and Diversity in South Asia (ASIA 334) (4)

A comprehensive view and understanding of socio-political processes of ethnic identities and diversities that make Bangladesh, Nepal, India, Pakistan, and Sri Lanka an important focus of international analysis, discourse, and research. The processes of nation-building, politics and democratic challenges are explored. The course focus is to deliberate on strategic policies and constructive resolutions for conditions conducive to regional harmony and development. Spring.

354 The Nuclear Dilemma (3)

Students examine the challenges associated with nuclear power, weapons, terrorism and international security issues connected to nuclear weapons. International renewable energy development as an alternative to nuclear power and its associated potential for nuclear weapons proliferation is also examined. 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.

364 Gender and Development in South Asia (ASIA 364) (4)

The contemporary South Asia presents challenging social, cultural, and political issues that structure gender relations in the region. The course seeks to help students understand the interface between gender and public policy in South Asia. Issues of gender injustice, gender gaps in policy, and women's voices and empowerment in the region are explored. Fall.

365 International Experiential Learning Project (3-6)

Students participate in an experiential learning project or internship with an international focus. The project or internship requires advance approval of 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. See International Studies director.

494 Capstone in International Studies (4)

The capstone course for the International Studies concentration offers students the opportunity to integrate learning from a variety of disciplines. The capstone may either be in the form of a research project or thesis on a topic related to international studies. Major competency is demonstrated through successful completion of INTS 494. A written paper and oral presentation are required. Fall and 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 Liberal Arts First-Year Seminar (LA 178) (3-4)**
Course offered to fulfill Liberal Arts Core requirement. See Liberal Arts section of catalog for course description. May not be used to fulfill major or minor requirements.

INTERDISCIPLINARY STUDIES: AMERICAN INDIAN AND INDIGENOUS STUDIES (AIIS)

Assistant Professor Adcock (Coordinator)

Minor in American Indian and Indigenous Studies

The American Indian and Indigenous Studies (AIIS) minor is an interdisciplinary course of study that provides students with an understanding and appreciation of the broad historical, political, social, and economic issues and realities pertaining to indigenous societies and communities, both locally and globally, since the pre-colonial era through colonialism to modern times. The minor incorporates an interdisciplinary framework of materials, methodologies and cross-cultural comparisons from the fields of social sciences and humanities. The minor will examine historical and contemporary issues of power relations, representation, capitalism, coloniality, identity and ecology, along with social and cultural expressions rooted in the experiences and voices of indigenous peoples. A particular emphasis will be language revitalization, specifically in the Cherokee Language.

Requirements for the Minor

At least 18 hours including AIIS 200 and additional electives chosen from AIIS courses and the electives listed below. Courses must be taken from at least two different academic disciplines in addition to AIIS. Appropriate courses may be substituted with approval from the program director. Note: students are responsible for completing required prerequisites to the elective 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.

ANTH	323	Storied Anthropology (4)
ANTH	336	Ethnographic Methods (4)
ANTH	339	Intersections of Gender in the Americas (4)
ASTR	301	Indigenous Perspectives on the Sky (4)
CHER	110	Cherokee I (4)
CHER	120	Cherokee II (4)
HIST	303	Colonial North America (4)
HIST	332	Perspectives in Pre-Columbian American History (4)
HIST	382	American Indian History, Precontact to 1840 (4)
HWP	250	Health Parity: Domestic and Global Contexts (3)
LIT	328	Ethnic Literatures (Indigenous Studies topics) (4)
POLS	337	ReStorying Community (4)
SOC	320	Sociology of Race (4)

Courses in American Indian and Indigenous Studies (AIIS)**200 Introduction to American Indian and Indigenous Studies (4)**

Establishes an interdisciplinary introduction to the field of American Indian and Indigenous Studies. The course begins by considering the critical question of what it means to be "American Indian" or "Indigenous," comparing externally produced stereotypes with a wide variety of indigenous discourses and narratives. The social, political, and legal circumstances of American Indians and Indigenous peoples will be considered through the examination of legislation, court cases, and federal, state and local policies impacting tribal governments and indigenous communities. Fall and Spring.

205 Issues, Ideas and Identity in Contemporary Native America (4)

Explores special considerations and issues in American Indian studies. Students will be introduced to a broad array of topics such as cultural appropriation, museums and repatriation, blood quantum, tribal governance and sovereignty, tribal law, Indian

gaming, health and wellness issues, environmentalism, historic and contemporary issues in American Indian education. See program director.

210 American Indian Film Studies (4)

Explores the construction of American Indian identity in Hollywood films from the silent film era through the 20th century. The "Reel" Indians produced by Hollywood say very little about Real Native peoples who not only refuse to vanish but who consistently reject their prescribed roles in the U.S. national imaginary, insisting instead on rights to rhetorical and representational sovereignty. Special attention will be paid to American Indian writers, directors and producers in the latter part of the 20th and into the 21st century who contest representational constructions of "the white man's Indian" on the way to imagining more complex possibilities for "Real Indians" in the twenty-first century. Every year.

305 Cultural Expressions from Abya-Yala (4)

Abya-Yala is a term that has been used for thousands of years in the Guna-Tule language to refer to the Americas. It literally means "mature earth," which challenges the colonial perspective of our continent as a young "New World." The Aymara scholar and advocate Takir Mamani suggested the use of Abya-Yala in the 1990s, and it is currently used by native writers, activists, artists, and elders from Latin America. This trans-indigenous approach to cultural expressions from Abya-Yala includes oral, written and recorded pieces from different genres including short story, poetry, novel, songs, and cinema. Cultural Expressions from Abya-Yala will be taught with readings and videos that have been translated from native languages and Spanish. The course will be a lecture/discussion format. Spring.

390 Advanced Topics in American Indian and Indigenous Studies (4)

Advanced readings in American Indian and Indigenous Studies focusing on topics of pertinent interests. Interdisciplinary attention is given to current writings in the field. Prerequisite: completion of 12 hours in American Indian and Indigenous Studies. See program director.

499 Undergraduate Research in American Indian and Indigenous Studies (1-4)

Independent research under the supervision of a faculty mentor. Can be repeated for a total of 8 hours credit. An IP grade may be awarded at discretion of instructor. See program director.

171-6, 271-6, 371-6, 471-6 Special Topics in American Indian and Indigenous 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.

178 Liberal Arts First-Year Seminar (LA 178) (3-4)
Course offered to fulfill Liberal Arts Core requirement. See Liberal Arts section of catalog for course description. May not be used to fulfill major or minor requirements.

INTERDISCIPLINARY STUDIES: ASIAN STUDIES (ASIA)

Associate Professor Boakye-Boaten (Coordinator)

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.

Requirements for the Minor

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	305	Close Encounters of the Third Kind: East Asian Cultures through Film (4)
ASIA	310	East Asian Literature in Translation (4)
ASIA	313	Asian Philosophy (4)
ASIA	320	Southeast Asia in the New Global Era (4)
ASIA	330	Asia in the 21st Century (4)
ASIA	334	Nation-Building, Identity and Diversity in South Asia (4)
ASIA	364	Gender and Development in South Asia (4)
HIST	380	Imperial China (4)
HIST	381	Modern China (4)
HIST	383	Women in China (4)
HIST	384	History of Japan (4)
HIST	388	Introduction to Islam (4)
INTS	305	Close Encounters of the Third Kind: East Asian Cultures through Film (4)
INTS	310	East Asian Literature in Translation (4)
INTS	320	Southeast Asia in the New Global Era (4)
INTS	330	Asia in the 21st Century (4)
INTS	334	Nation-Building, Identity and Diversity in South Asia (4)
INTS	364	Gender and Development in South Asia (4)

LIT	364	Postcolonial Literature (4)
PHIL	313	Asian Philosophy (4)
PHIL	352	Contemporary Philosophy: Gandhi & King: Peace & Non-Violence (4)
RELS	280	Asian Religious Traditions (4)
RELS	381	Religions of South Asia (4)
RELS	386	Buddhism (4)
RELS	388	Introduction to Islam (4)

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, expand both reading and writing vocabulary, and start practicing composition. Students develop cultural competency and further engage in China studies as they build 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 intermediate proficiency in Chinese and become more familiar with Chinese culture and society by practicing the use of basic language skills and acquisition of vocabulary on relevant and current subjects. 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.
- 305 *Close Encounters of the Third Kind: East Asian Cultures through Film (INTS 305) (4)***
 An interdisciplinary course that comparatively engages East Asian cultures in the context of the immense political and cultural transformations over the past century as represented in popular cinema. It aims to critically examine questions of aesthetics and genres as they relate to these East Asian cinemas; the social, cultural and political contexts for negotiating issues ranging from history, nationalism, geopolitics, globalization to urban culture, gender and sexuality; and the contexts for the global reception of these films. No language prerequisites. Spring.
- 310 *East Asian Literature in Translation (INTS 310) (4)***
 An interdisciplinary course that explores the ways in which literature has served as both a culturally determined medium for the representations and perceptions about East Asia, and a reflection of the diverse expressions of East Asian cultures. This course introduces students to East Asian literatures in translation and uses literature as a window into East Asian cultures and sensibilities. Students focus on genres, writers,

and literary styles and movements that have left a lasting mark on East Asian literary history; they also focus on how East Asian aesthetics differ from the Western norms. Odd years Fall.

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.

334 Nation-Building, Identity and Diversity in South Asia (INTS 334) (4)

A comprehensive view and understanding of socio-political processes of ethnic identities and diversities that make Bangladesh, Nepal, India, Pakistan, and Sri Lanka an important focus of international analysis, discourse, and research. The processes of nation-building, politics and democratic challenges are explored. The course focus is to deliberate on strategic policies and constructive resolutions for conditions conducive to regional harmony and development. Spring.

364 Gender and Development in South Asia (INTS 364) (4)

The contemporary South Asia presents challenging social, cultural, and political issues that structure gender relations in the region. The course seeks to help students understand the interface between gender and public policy in South Asia. Issues of gender injustice, gender gaps in policy, and women's voices and empowerment in the region are explored. Fall.

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 Liberal Arts First-Year Seminar (LA 178) (3-4)

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

INTERDISCIPLINARY STUDIES: U.S. ETHNIC STUDIES (ETHN)

Assistant Professor Jansen (Coordinator)

Minor in U.S. Ethnic Studies

The U.S. Ethnic Studies minor allows students to approach the study of race and ethnicity in the United States from multiple perspectives in order to gain a broad foundational knowledge of the field. The curriculum investigates the role of community, history, and politics on racial identity and the experience of race and ethnicity in the historical and contemporary United States, often connecting local and domestic issues with their larger global contexts. The interdisciplinary nature of the minor is consistent with the nature of the field of Ethnic Studies and facilitates a holistic approach to the study of race and ethnicity. Courses focus on issues around race in three thematic categories: Arts and Culture, History and Politics, and Power and Institutions.

Requirements for the Minor

At least 18 hours distributed as follows: ETHN 100 and additional courses from the electives listed below, to include at least one course from the Arts and Culture listing, one course from the History and Politics listing, and one course from the Power and Institutions listing. Courses for the U.S. Ethnic Studies minor must be chosen from at least three disciplines, and no more than two courses used to fulfill the requirements of other majors, minors, or concentrations may be used for this minor. 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.

Arts and Culture

- ARTH 365 Art Since 1945 (4)
- ARTH 386 Arts of the African Diaspora (4)
- LIT 328 Ethnic Literatures (4)
- LIT 346 Readings in Gender and Sexuality: Queer of Color Literature and Theory (4)
- LIT 488 Seminar in a Major Author: Toni Morrison (4)
- MUSC 343 African American Music: Slavery to Swing (3)
- MUSC 344 African American Music: R&B to Hip Hop (3)

History and Politics

- ANTH 360 America and the Middle East (4)
- HIST 302 African American History, 1865 to the Present (4)
- HIST 303 Colonial North America (4)
- HIST 307 Women in the Modern Civil Rights Movement (4)
- HIST 309 History of the "Old South" (4)
- HIST 382 American Indian History, Precontact to 1840 (4)
- PHIL 304 Social and Political Philosophy (4)
- POLS 343 Politics of the Civil Rights Era (4)
- POLS 344 Black Political Thought (4)
- SOC 352 Social Movements and Democracy (4)

Power and Institutions

- CLAS 365 Introduction to the Hebrew Bible (4)
- ECON 230 Sports and Economics (3)
- HWP 250 Health Parity: Domestic and Global Contexts (3)
- HIST 388 Introduction to Islam (4)
- LIT 369 World Literature: The Hebrew Bible (4)
- RELS 313 Religion in American Since 1865 (4)

200 • INTERDISCIPLINARY STUDIES

- RELS 387 Religion and Culture of Judaism (4)
- RELS 388 Introduction to Islam (4)
- RELS 389 Jewish Women and Religion (4)
- SOC 200 Criminology (4)
- SOC 320 Sociology of Race (4)

Courses in U.S. Ethnic Studies (ETHN)

100 Introduction to U.S. Ethnic Studies (4)

An interdisciplinary introduction to the experiences of various ethnicities in the United States. Using a thematic approach, this course examines such areas as power and politics, culture and identity, and history and social movements in order to conceptualize the experiences of various ethnicities within the United States and the larger global sphere. This course engages critical race theory to highlight connections and differences across racial and cultural lines. Offered every year.

171-4, 271-4, 371-4, 471-4 Special Topics in U.S. Ethnic Studies (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 program director.

INTERDISCIPLINARY STUDIES: LATIN AMERICAN AND TRANSATLANTIC STUDIES (LATS)

Associate Professor Canejo (Coordinator)

Minor in Latin American and Transatlantic Studies

Students will explore Latin America and related transatlantic connections through the lens of multiple disciplines. This approach will provide a basis for a more holistic understanding of Latin America and interactions across the Atlantic. Touching on issues such as structures of power, representation, appropriation and adaptation, syncretism, identity, gender, ecology, and religion, students will develop an increased awareness of Latin America and a more global perspective on cultural and biological differences. In this context, Latin America includes the diverse regions of Mexico, Central America, South America, and the Caribbean as well as Latinos in the United States. Fluency in French, Portuguese, or Spanish as well as experiential learning (study abroad in Latin America and related transatlantic connections) is encouraged.

Requirements for the Minor

Students must complete at least 18 hours distributed as follows: one course in French, Portuguese or Spanish at or beyond the 200-level, and additional courses from the electives listed below. The courses must be chosen from at least three disciplines. Only one of the courses used for the Latin American and Transatlantic Studies minor may be used to satisfy major or other minor requirements. Appropriate courses may be substituted with prior approval from the program director. Note: students are responsible for completing required prerequisites.

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.

- ANTH 339 Intersections of Gender in the Americas (4)
- ARTH 381 Art in Latin America (4)
- ARTH 410 Modern Art of Mexico and Brazil (4)
- ARTH 460 Art in Latin America 1950-2015: An Interdisciplinary Approach (4)
- BIOL 322 Tropical Ecosystems (3)
- BIOL 323 Tropical Ecosystems Field Experience (2)
- ECON 314 Economic Growth and Development (3)

ENVR	322	Tropical Ecosystems (3)
ENVR	323	Tropical Ecosystems Field Experience (2)
FREN	435	Francophone Studies (4)
HIST	332	Pre-Columbian American History (4)
HIST	333	Colonial Latin American History (4)
HIST	334	Modern Latin American History (4)
HIST	391	The History of the Atlantic World, 1492-1820 (4)
POLS	368	Latin American Politics (4)
RELS	342	African Religions in the Americas and the Caribbean (4)
SOC	357	Development and Social Change in Latin America (4)
SPAN	330	Survey of Spanish Civilization and Literature (4)
SPAN	332	Survey of Spanish-American Civilization and Literature (4)
SPAN	483	Cultural Crossroads in the Hispanic World (4)

INTERDISCIPLINARY STUDIES: LEGAL STUDIES (LEGL)

Professor Burchard (Coordinator)

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.

Requirements for the Minor

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 (4)

At least 3 hours of course work in which the nature of case law is examined:

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)
HIST	303	Colonial North America (4)
INTS	214	Philosophy of Human Rights (4)
MCOM	490	Mass Communication Law and Ethics (4)
MGMT	300	Legal and Ethical Environment (4)

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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 Liberal Arts First-Year Seminar (LA 178) (3-4)

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

INTERDISCIPLINARY STUDIES: NEUROSCIENCE (NEUR)

Assistant Professor Kaur (Director)

Minor in Neuroscience

The neuroscience minor helps students understand brain science from different disciplinary perspectives. Students must complete at least 22 hours for the minor distributed as follows: BIOL 136; 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.

BIOL	338	Mammalian Physiology (4)
BIOL	344	Cell Biology (4)
BIOL	360	Animal Behavior (4)
BIOL	444	Biological Biochemistry (4)
CHEM	233	Foundations of Inorganic Chemistry (General Chemistry II) (3)
CHEM	323	Foundations of Biochemistry (3)
CHEM	437	Biophysical Chemistry (3)
MATH	191	Calculus I (4)
MATH	192	Calculus II (4)
MATH	291	Calculus III (4)
MATH	452	Introduction to Mathematical Models (3)
NEUR	362	Advanced Neuroscience (4)
PSYC	100	Introductory Psychology (4)
PSYC	322	Sensation and Perception (4)
PSYC	362	Advanced Neuroscience (4)

Courses in Neuroscience (NEUR)**216 Fundamentals of Neuroscience (PSYC 216) (4)**

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. This course will also address historical and modern

techniques in comparative neuroanatomy, electrophysiology, and computational neuroscience. Prerequisite: PSYC 100. Every year.

362 Advanced Neuroscience (PSYC 362) (4)

Lecture and laboratory course exploring central and peripheral nervous systems, neuronal structure and functioning, biological and computational 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. Prerequisite: NEUR 216. See department chair.

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 Liberal Arts First-Year Seminar (LA 178) (3-4)

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

LANGUAGES AND LITERATURES (LL)

Associate Professor Adell (Chair); Professor Strehl; Associate Professors Bettencourt, Trautmann; Assistant Professors Biers, Criser, Gant, Gloag, Sánchez Martínez, Zunguze; Senior Lecturer Bailey; Lecturers Cebriá, Crutchfield, Jayne

The Department of Languages and Literatures offers a variety of courses in Cherokee, French, German, Portuguese and Spanish. Students can pursue a major or minor in Languages and Literatures with a concentration in French, German or Spanish. The Department provides excellent instruction in the target languages, recognizing that efficient communication requires the appreciation and the understanding of socio-linguistic skills, as well as the learning and acquisition of those languages in meaningful cultural and historical contexts. The integrated curriculum across languages provides our students with opportunities to enhance their political and intercultural awareness through the appreciation and study of varied histories, traditions, and literatures. Students will be provided with tools for critical text analysis to actively and ethically evaluate authentic sources in order to understand how media reflects and influences language and culture. Many departmental courses integrate community-engaged pedagogies, and we constantly review our curriculum so it remains designed in consideration of inclusive pedagogies. We encourage and also design study abroad programs to promote students' learning outside the classroom.

Major in Languages and Literatures with a Concentration in French

The French concentration is designed to give students a solid foundation in the French language and expose them to the history and culture of many countries in the Francophone world. With faculty specializing in pedagogy, linguistics and literature, the French section offers students the ability to pursue advanced studies in a wide array of fields. Some French majors have gone on to study law, French, art history, philosophy, while others are working for a wide variety of employers from the Center for American Progress to the Michelin corporation.

Our students come from diverse backgrounds: some have studied French in High School others have started here at UNCA. We welcome double majors from the natural sciences, the humanities and the social sciences. Students concentrating in French are also encouraged to participate in our Study Abroad Program; students have studied in a variety of countries, such as Guadeloupe, Morocco, France, Switzerland and Senegal.

The French concentration 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.

- I. Required courses in the concentration—34 hours: LL 313; FREN 230, 300, 325, 340, 341; 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 230 will be required to complete the appropriate prerequisite courses. Students who place out of one or more of the required courses must still complete 32 hours of French, not including the prerequisite courses, for the concentration. At least one-half of the hours required for the concentration 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 proficiency will be tested after completion of FREN 300. Students must demonstrate satisfactory oral proficiency before undertaking the capstone project.

French with Teacher Licensure

To obtain licensure as a teacher of French (K–12), the candidate must complete the required courses for the Concentration 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.

Major in Languages and Literatures with a Concentration in German

The German concentration 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 students in the German concentration regularly enroll in consortium courses.

- I. Required courses in the concentration—38 hours: LL 313; GERM 210, 220, 310, 320, 490, 16 additional hours at the 300-400 level, to include at least 4 hours at the 400-level. Students whose level of proficiency does not allow them to start with GERM 210 will be required to complete the appropriate prerequisite courses. Students who place out of one or more of the required courses must still complete 36 hours of German, not including the prerequisite courses, for the concentration. At least one-half of the hours required for the concentration must be completed at UNC Asheville.
- II. Required courses outside the major—None.
- III. Other departmental requirements—Competency in German will be demonstrated by a capstone project consisting of research plus oral presentations to be carried out in GERM 490. Oral proficiency will be demonstrated by successful completion of GERM 320.

German with Teacher Licensure

To obtain licensure as a teacher of German (K–12), the candidate must complete the required courses for the concentration in German, and the courses required by the Education Department for K–12 Foreign Language licensure. See the Education section of the catalog for additional information.

Major in Languages and Literatures with a Concentration in Spanish

The Spanish concentration 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.

- I. Required courses in the concentration 38 hours: LL 313; SPAN 220, 300, 310, either 330 or 332; 440, 483 and 12 additional hours at the 300-400 level. Students whose level of proficiency does not allow them to start with SPAN 220 will be required to complete the appropriate prerequisite courses. Students who place out of one or more of the required courses must still complete 36 hours of Spanish, not including the prerequisite courses, for the concentration. At least one-half of the hours required for the concentration must be completed at UNC Asheville.
- II. Required courses outside the major—None.
- III. Other departmental requirements—Competency in Spanish will be demonstrated by a capstone project consisting of research plus oral presentations to be carried out in a

400-level course. Oral proficiency will be demonstrated by successful completion of SPAN 300.

Spanish with Teacher Licensure

To obtain licensure as a teacher of Spanish (K–12), the candidate must complete the required courses for the concentration in Spanish, and the courses required by the Education Department for K–12 Foreign Language licensure. See the Education section of the catalog for additional information.

Minors in Languages and Literatures

In the Department of Languages and Literatures, minors are available in French, German and Spanish. 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 4 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.

French: 22 hours: LL313; FREN 230, 300, 325, either 340 or 341; 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. Students who place out of one or more of the required courses must still complete 20 hours of French for the minor.

German: 22 hours: LL 313; GERM 210, 220, 310, 320, and one course from 390, 490 or 499. Students whose level of proficiency does not allow them to start with GERM 210 will be required to complete the appropriate prerequisite courses. Students who place out of one or more of the required courses must still complete 20 hours of German for the minor.

Spanish: 22 hours: LL 313; SPAN 220, 300, 310, 330 or 332, 4 hours at the 300-400 level. Students whose level of proficiency does not allow them to start with SPAN 220 will be required to complete the appropriate prerequisite courses. Students who place out of one or more of the required courses must still complete 20 hours of Spanish for the minor.

Courses in Languages and Literatures (LL)

313 Language and Contexts (2)

Engages the students with material that enhances their political and intercultural awareness through the appreciation and study of varied histories and traditions. The course provides the students in Languages and Literatures with a forum to reflect across nations and cultures. Through the study and evaluation of authentic materials and with the exposure to current theories on cultural criticism and linguistics, the goal is to explore how media—history, the arts, other forms of communication—reflects and influences language and culture. The approaches to these inquiries are diverse so the specific content of the class will vary depending on the instructor. Course is taught in English. Prerequisite: One course from FREN 230, GERM 220 or SPAN 220; or permission of instructor. Fall.

171-4, 271-4, 371-4, 471-4 Special Topics in Languages and Literatures (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.

Courses in Cherokee (CHER)**110 Cherokee I (4)**

This beginning Cherokee language course includes conversation, reading, writing, and the conjugation of verbs in present and command tenses, using an effective, new method for breaking down Cherokee verb/sentences. Even years Fall.

120 Cherokee II (4)

This second-level Cherokee language course includes conversation, reading, writing, and the conjugation of verbs in future and past tenses. Prerequisite: CHER 110. Odd years Spring.

230 Intermediate Cherokee (4)

This third-level Cherokee language course includes conversation, reading, writing, and the conjugation of verbs in the continual/habitual tenses for future and past, as well as the future/infinitive tense. The creation and conjugation of nouns from verbs is included. Prerequisite: CHER 120. Odd years Fall.

310 Cherokee Literature, Syllabary, and Composition (4)

This fourth-level, advanced Cherokee language course includes conversation, reading, writing, and the use of the Sequoyah syllabary for writing. Students learn to translate texts from Cherokee history, literature, and oral tradition. Prerequisite: CHER 230. Even years Spring.

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 French Literature in History: from La Chanson de Roland to Voltaire (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 French Literature in History: from Chateaubriand to Césaire (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 7 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 Liberal Arts First-Year Seminar (LA 178) (3-4)

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

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 (interpersonal and presentational) with a focus on developing vocabulary to express the various aspects of students' identities as well as 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, with a particular focus on food as element of national cultures and identities. 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 The Environment (4)

Continuation of the study of German 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. Students' engagement with culture and language happens at this level in the context of studies on the environment. The courses include revisions of writing and oral presentations. Class is conducted in German. Prerequisite: GERM 120 or 130 or permission of instructor. Fall.

220 Germany Today (4)

Continuation of the study of German 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 compositions. Students' engagement with culture and language happens at this level in the context of studies on current affairs. The courses include revisions of writing and oral presentations. Class is conducted in German. Prerequisite: GERM 210 or permission of instructor. Spring.

310, 320 Between Cultures I, II (4, 4)

Development of competence in written and oral German process-oriented compositions and review of language structures with a focus on intercultural comparisons. The study of authentic cultural materials, films, periodicals and literary works of the German-speaking world will allow for the practice of different forms and styles of writing such as analytical, functional, and creative. The courses include revisions of writing and oral presentations. Classes are conducted in German. Prerequisite: GERM 220 or appropriate score on placement test. GERM 310: Fall. GERM 320: Spring.

390 Topics in Intermediate German Studies (4)

Intermediate Level courses exploring a variety of topics related to German language as well as the culture, civilization, and history of the German speaking world. Topics vary and may include music, myths, the concept of the nation, and the city. The study of authentic cultural materials, films, periodicals and literary works of the German-speaking world will allow for the practice of different forms and styles of writing in extended form. Student will further practice presentational speaking in a variety of formats. May be repeated for credit as subject matter changes. Pre- or corequisite: GERM 310 or 320 or permission of instructor. Every year.

490 Topics in Advanced German Studies (4)

A capstone course exploring German language as well as the culture, civilization, and history of the German speaking world. Topics vary and may include the in-depth study of German film, a historical survey of the concept of love, regional varieties with regard to speech and tradition, as well as language production in a variety of contexts (scholarly, professional, colloquial etc.) Students will further continue their practice of presentational speaking and complete a research project over the course of the class. May be repeated as content varies. Students will demonstrate major competency in this course. Pre- or corequisite: GERM 310 or 320 or permission of instructor. Every year.

- 499 Undergraduate Research in German (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.
- 178 Liberal Arts First-Year Seminar (LA 178) (3-4)**
Course offered to fulfill Liberal Arts Core requirement. See Liberal Arts section of catalog for course description. May not be used to fulfill major or minor requirements.

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.
- 230 Portuguese through Brazilian Popular Music (4)**
An intermediate (third semester) Portuguese language course through the prism of Brazilian Popular Music. It emphasizes the development of proficiency in language skills and cultural competence through song. Through such genres as samba, afoxé, bossa nova, and forró, students will work on a variety of communicative activities with the ultimate goal of enhancing their ability to communicate effectively through listening, speaking, reading, and writing. All activities and exercises through Brazilian Popular Music are designed to enhance their comprehension of specific grammatical constructions, vocabulary knowledge, cultural awareness, and communicative competence. Prerequisite: PORT 120. Fall.
- 300 Intensive Portuguese for Speakers of Other Romance Languages (4)**
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.
- 171-4, 271-4, 371-4, 471-4 Special Topics in Portuguese (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 department chair.

Courses in Spanish (SPAN)**110 Spanish I (4)**

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. This course is for beginner students 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. Grading is S/U. 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 (4,4)

Continuation of the study of the Spanish language and culture through intensive classroom and online instruction and practice. Reinforcement and expansion of the basic and intermediate skills in the language, including oral practice, listening comprehension, reading and writing. Prerequisite for 210: SPAN 130 or appropriate score on placement test. Prerequisite for 220: SPAN 210 or appropriate score on placement test. Fall and Spring.

300 Oral Skills (4)

Development of oral skills and cultural competency. Students make use of Spanish language mass media, television and press to develop communicative competence. Course includes oral presentations, discussion and debate, group and individual work and experiential learning, such as service learning. Oral proficiency will be tested after SPAN 300. Class is conducted in Spanish. Prerequisite: SPAN 220 or appropriate score on placement test. Fall and Spring.

310 Introduction to Literature and Composition (4)

Introduction to Hispanic literature through the reading of fiction, drama, and/or poetry from diverse Spanish-speaking countries. Development of a critical vocabulary suited to the analysis and discussion of literary texts and films, and intensive writing about the works studied. Prerequisite: SPAN 220 or appropriate score on placement test. Fall and Spring.

330 Survey of Spanish Civilization and Literature (4)

Survey of Spanish literature and civilization in the context of historical developments from the Middle Ages through the 19th century (1898) 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. Prerequisite: SPAN 310 or appropriate score on placement test. Fall and Spring.

- 332 Survey of Spanish-American Civilization and Literature (4)**
Survey of Spanish-American literatures in the context of historical, intellectual and artistic developments from the period of colonization through the 19th Century and to Modernism. The period will be studied as reflected in canonical works and in examples from popular culture. The course will consist of oral and written reports, in-class discussions, and integrated laboratory study. Prerequisite: SPAN 310 or appropriate score on placement test. Fall and Spring.
- 401 Internship (1-4)**
A structured educational experience which provides students with opportunities to enhance their academic knowledge, improve their communicative and cultural competencies, explore career options, develop professional competencies, and observe classroom theories and principles being applied in local community contexts. Students are placed with partner organizations and businesses that relate to their career goals and learning objectives. Requirements may include readings, reflections, a major project, biweekly seminars, and a final presentation. All internship participants are required to participate in the poster sessions at the UNC Asheville Internship and Service Learning Celebration. May be repeated for a total of 4 hours credit. Prerequisites: SPAN 310, a minimum 2.5 overall GPA, junior or senior standing and permission of instructor. Summer.
- 440 Advanced Spanish Language and Composition (4)**
Intensive practice in written and spoken Spanish with close attention to style, syntax and idioms. Systematic development of vocabulary and review of grammar. Course includes linguistic diversity and presentation of pragmatics. Prerequisite: SPAN 310. Fall.
- 483 Cultural Crossroads in the Hispanic World (4)**
A global approach to the study of the literatures of the Hispanic world of the 20th and 21st centuries. The course is organized around key artistic and philosophical movements and their development and impact beyond national borders. Permission of department chair is required to repeat for credit. Prerequisite: SPAN 310. Pre- or corequisite: SPAN 440. Fall and Spring.
- 491, 492 Topics in Advanced Spanish Studies (4)**
Topics in linguistics, LSP (language for specific purposes), cultural studies or literatures, embracing various periods, genres or themes. Students may receive no more than a combined total of 16 hours credit for SPAN 491 and 492. Prerequisite: SPAN 310. Pre- or corequisite: SPAN 440. Permission of department chair is required if repeating for credit. As needed.
- 499 Undergraduate Research in Spanish (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. Pre- or corequisite: SPAN 440. See department chair.
- 171-4, 271-4, 371-4, 471-4 Special Topics in Spanish (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 Liberal Arts First-Year Seminar (LA 178) (3-4)**
Course offered to fulfill Liberal Arts Core requirement. See Liberal Arts section of catalog for course description. 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 Seminar (DEPT 178) (3-4)**

A topical seminar for all incoming first-year students, this course introduces the study and construction of knowledge in the liberal arts setting. Perspectives on knowledge acquisition, skill development, cognitive growth and aesthetic appreciation may be addressed. The responsibilities, challenges and rewards of college life, as well as the culture and opportunities specific to UNC Asheville and the Asheville community, will be emphasized. The Liberal Arts First-Year Seminar is open to first-year students only. May not be used to fulfill major or minor requirements. Students may receive credit for only one section of LA 178. Fall and Spring.

478 Cultivating Global Citizenship (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. This requirement must be fulfilled in residence. Prerequisites: 75 credit hours and HUM 124, 214 and 324. 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.

MANAGEMENT (MGMT) AND ACCOUNTING (ACCT)

Professora Stratton (Chair), Koprowski, Manns; Associate Professors Burris, Hester; Assistant Professors Clark Muntean, Davtyan, Shields; Lecturers Cole, Hughes, Turpen

The study of organizations is a liberal art and as such our students explore phenomena from multiple disciplines to identify, critically examine, and solve complex problems facing organizational decision makers and the citizenry. The Association to Advance Collegiate Schools of Business (AACSB International) accredits our two undergraduate degree programs in management and accounting. Both are designed to provide students with the basic skills and knowledge necessary to be empathetic and productive citizens prepared for graduate studies and careers in the non-profit, business, and government sectors. Through a combination of courses taught inside and outside of the department, students majoring in management have an opportunity to explore a variety of advanced special areas of study such as entrepreneurship, finance, global business, human resource management, leadership, marketing or business analytics. Beyond their core courses, accounting students may explore advanced topics in non-profit and governmental accounting, income taxation, corporate tax, and accounting theory, among others.

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, skill, and practice. Students develop an appreciation for diversity and inclusion, a strong orientation toward ethics and social responsibility, and an in-depth understanding of the interconnected and interdependent nature of the global environment in which organizations exist. We capitalize on our small size to facilitate collaborative and intellectual interactions among students and faculty. This active learning enables students to become effective leaders and contributors to their professional and social environments. The faculty supports this mission by innovative teaching, impactful scholarly activity, and meaningful engagement with the University, the local and regional communities, and their respective disciplines. 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.

Bachelor of Science in Management

A Bachelor of Science degree with a major in Management is designed to provide students with the skills and knowledge necessary to succeed in a variety of complex organizational environments. This degree program also prepares students for advanced study in business, public administration, and law. The core courses focus on the functional areas of management and leadership whereby students develop skills in the following areas: critical thinking, quantitative reasoning, interpersonal relations, oral and written communication, and information technology. Additional content in ethical decision-making and global contexts is integrated throughout the core curriculum. Students learn beyond the classroom through our project-based internship program, in faculty-mentored undergraduate research collaborations, in short- or long-term study abroad, or in an advanced consulting practicum. Students also have the opportunity to explore a variety of subject areas related to the study of management and organizations in upper-level elective courses.

Major in Management

- I. Required core major courses—36 hours: MGMT 130, 230, 250, 300, 380, 386, 398, 480; ACCT 215, 216.
- II. Required core courses outside the major—13 hours: ECON 101, 102, 306; STAT 185 or 225.
- III. Required Electives—at least 4 hours of MGMT coursework at the 300-400 level. Students may choose these electives from across different topics or they may focus their study in a specific area such as marketing, global business, entrepreneurship,

human resource management, or business analytics. Students should consult their advisor for options, review the list of MGMT course offerings in the catalog, and visit our website (<https://mgmtacct.unca.edu/management-programs>) for more information on potential focus areas. If students wish to complete courses outside of the major to complement or focus their area of study in management, or in preparation for graduate school, they may do so using their general university elective credits. Management majors are strongly encouraged to consider a portfolio of certain courses in ACCT, CSCI, ECON, ESI, IST, LANG, POLS, PSYC, SOC, and STAT. Consult with your advisor and visit the departmental website for recommended courses.

- IV. Experiential Learning Options—at least 3 hours chosen from one of the following options:
 - a. 3-hour project-based internship experience completed in MGMT 489. Students choosing MGMT 489 must review the internship program policy (<https://mgmtacct.unca.edu/management-internships>), attend a mandatory information session, and receive project approval from the Department’s Internship Coordinator prior to enrolling in the internship course.
 - b. 3-hour undergraduate research project completed in MGMT 499. Students choosing this option must submit a faculty-sponsored research proposal to the department chair for approval, outlining the specific topic, timeline, and purpose of the study per department guidelines (<https://mgmtacct.unca.edu/undergraduate-research>).
 - c. 3-hours of management or global business courses earned as part of a UNC Asheville-approved study abroad experience. Students choosing the study abroad option must review the study abroad policy (<https://mgmtacct.unca.edu/studyabroad>) and contact the department’s study abroad coordinator for advisement and to obtain course approvals.
 - d. 3-hour consulting practicum experience completed in MGMT 488. Students considering this option should consult their faculty academic adviser for more information.
- V. Other departmental requirements—Major competency is demonstrated in MGMT 480. A grade of C or higher in ACCT 215, 216, and MGMT 480 is required to graduate.

Minor in Management

At least 19 hours, including: ACCT 215; MGMT 130, 230, 300 and 6 additional hours of MGMT courses 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.

Bachelor of Science in Accounting

Accounting is known as the language of business, but all organizations need to speak the language in order to measure their performance and achieve their goals. The accounting program at UNC Asheville is designed to help students speak the language fluently and understand the various environments and organizations where it is applied. The Bachelor of Science degree with a major in Accounting provides students with the essential knowledge and skills to follow any career path in accounting or management. The degree requirements emphasize the mission-driven skills of communication, critical thinking, problem solving, and life-long learning. Global considerations, issues of sustainability, ethics, and technology are integrated throughout the curriculum. The degree facilitates students acquiring the credit hours of accounting necessary to sit for the CPA exam in North Carolina. Students considering this career path should be aware that there might be additional education and experience requirements necessary to become a CPA after passing the exam.

Major in Accounting

- I. Required courses for students majoring in Accounting—45 hours: ACCT 215, 216, 301, 302, 317, 340, 415; MGMT 130, 230, 250, 300, 480; and 6 additional hours chosen from 300-400 level ACCT or MGMT 380.
- II. Required core courses outside the major—13 hours: ECON 101, 102, 306; STAT 185 or 225.
- III. Other departmental requirements—Major competency is demonstrated in ACCT 415. A grade of C or higher in ACCT 215, 216, 301, 302, 317, 415 and MGMT 480 is required to progress through the Accounting curriculum and to graduate.

Minor in Accounting

18 hours including: ACCT 215, 216, 301, and at least nine hours chosen from ACCT 302, 317, 342, 417 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: a grade of C or better in 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: a grade of C or better in 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: a grade of C or better in 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: a grade of C or better in ACCT 216. Fall and Spring.
- 321 Accounting for Governmental Organizations (2)**
Covers the fundamentals of accounting for state and local governments. Prerequisite: a grade of C or better in ACCT 301. Pre- or corequisite: ACCT 302. No credit given to students who have credit for ACCT 319 or 419. Every other year.
- 322 Accounting for Not-for-Profit Organizations (2)**
Covers the fundamentals of accounting of not-for-profit organizations. Prerequisite: a grade of C or better in ACCT 301. Pre- or corequisite: ACCT 302. No credit given to students who have credit for ACCT 319 or 419. Every other year.
- 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. Prerequisite: a grade of C or better in ACCT 317. Pre- or corequisite: ACCT 302. Fall.
- 342 VITA Service Learning (3)**
Students will participate in the Internal Revenue Service's VITA (Volunteer Income Tax Assistance) program, which is designed to help low to moderate income households prepare and file their tax returns. No experience with the tax code is necessary. Grading is S/U. Prerequisite: instructor permission. Spring.
- 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.
- 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: a grade of C or better in ACCT 302. Fall.
- 417 Income Taxation (3)**
Federal taxation of individuals and business entities. Includes software-assisted tax form preparation. Prerequisite: a grade of C or better in ACCT 215 and junior standing; or permission of instructor. Pre- or corequisite: ACCT 301. Fall.
- 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: a grade of C or better in 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. Prerequisite: MGMT 352 or an appropriate social science methods course approved by the chairperson; submission and approval of research proposal by the supervising departmental faculty member and chairperson (see <https://mgmtacct.unca.edu/undergraduate-research>). 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 Liberal Arts First-Year Seminar (LA 178) (3-4)**
Course 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)

- 130 Introductory Seminar in Organizations (2)**
Introduces students to the complex nature of managing, leading, and interacting with organizations in society. Focus will be on simultaneously learning and challenging the historical roots of management and leadership theory related to individual behavior, social interaction, and environmental forces (i.e., political, economic, technological, and cultural). Students will also learn foundational skills in disciplinary writing, project management, oral communication, critical reading, and self- and social-awareness. Emphasis will be on introducing students to departmental and professional expectations in the field. Fall and Spring.
- 230 Organizational Behavior and Theory (4)**
Introduces students to the major theoretical perspectives in both macro and micro organization studies. This interdisciplinary course focuses on the historical and modern contributions of the social science disciplines to the study of public, for-profit, and non-profit organizations of all sizes. Emphasis is placed on the concepts, theories, and skills relevant to individual, team, and organizational processes. Prerequisite: MGMT 130. Pre- or corequisite: LANG 120. Students with at least 3 hours of MGMT credit may take MGMT 130 and 230 concurrently. Fall and Spring.
- 250 Marketing Principles (4)**
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 130. Fall and Spring.
- 300 Legal and Ethical Environment (4)**
Emphasizes the role of ethics and law in business and other forms of organizing. Select topics include sources of law and legal reasoning, ethical decision-making, the court system, alternative dispute resolution, the constitution, administrative agencies, white-collar crime, international law, contracts, torts, product liability, intellectual property, employment law, and regulatory topics, among others. Prerequisites: Junior standing and at least 6 credit hours in MGMT and/or ACCT. Fall and Spring.

- 326 Managing Human Capital (4)**
Presents how human resources contribute to organizational performance and introduces students to key processes/systems in organizations (job analysis, recruitment, selection, training, employee development, and compensation). Students will learn why and how personality, perception, conflict management, and motivation influence the development of human resource systems for staffing, evaluating, and rewarding people. Strategic implications of human capital management, including legal issues, labor relations, and global perspectives will be a central theme. No credit given to students who have credit for either MGMT 323 or 324. Pre- or corequisite: MGMT 230. Typically even years Fall.
- 343 Sport Marketing (2)**
An introduction to the scope of sport marketing, including how business is involved in sport, and an overall evaluation of sport marketing as a profession. This course provides a detailed overview of the sports industry and its marketing and promotional practices. Students will study the four P's of marketing (product, price, place and promotion) in the context of sport organizations. Prerequisite: MGMT 250. See department chair.
- 352 Applied Research (4)**
Emphasizes the importance of research design and methodology in management decisionmaking. Provides a foundation for gathering information and making decisions by providing an overview of various research designs and methods. Design of a practical management research project required. Prerequisite: STAT 185 or STAT 225. Pre- or corequisite: MGMT 230. Typically odd years Fall.
- 357 Promotion Management (4)**
Examines the promotional process, focusing on how the five aspects of the promotional mix (advertising, publicity/public relations, personal selling, sales promotions, and social media) are interrelated. Students also examine the promotional effects on both consumers and businesses. Prerequisite: MGMT 250. Typically Spring.
- 366 Entrepreneurship (4)**
Students will develop entrepreneurial mindsets, learn about the entrepreneurial process through exposure to creative problem solving, design thinking, idea modeling, business model canvas, and lean startup methodologies. Further, students will conduct market analysis, develop financial projections, write business plans, and craft pitch decks. The course will conclude with individual students and student teams pitching their business ideas before an audience. No credit given to students who have credit for either MGMT 360 or 363. Prerequisite: ACCT 215. Typically Fall.
- 368 Digital and Social Media Marketing (2)**
Examines how social media can be used to build profitable relationships with various stakeholders of organizations. Through lectures, discussions and case studies, students will explore various social media platforms and learn how to utilize them for improving marketing efforts of businesses. Prerequisite: MGMT 250. Typically Spring.
- 380 Management Science (4)**
Focuses on the application of both quantitative and qualitative methods to support managerial decision making. Emphasis is placed on a number of techniques that help the student to formulate, analyze, and make recommendations regarding the resolution of complex managerial problems. Prerequisite: STAT 185 or STAT 225 or PSYC 202. Pre- or corequisite: MGMT 230. Fall and Spring.

- 386 Management Information Systems (4)**
Introduces students to the management of information; integrated systems and general systems concepts in the planning, development, implementation and control of information. Prerequisite: ACCT 215. Pre-or corequisites: ACCT 216 and MGMT 230. Fall and Spring.
- 388 Strategies for Leading Change (2)**
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 social entrepreneurship and leadership in governmental, non-profit, for-profit and community organizations. Prerequisite: sophomore standing. Typically Spring.
- 398 Global Management (4)**
Provides an overview of the opportunities and risks organizations face in the global business environment. Students will identify, explain, and analyze concepts and strategies involved in managing in a global environment. The course emphasizes the economic, cultural, political, and institutional factors that managers must consider when conducting business in foreign countries. Prerequisite: Junior standing. Pre-or corequisite: MGMT 230 and. Fall and Spring.
- 405 Advanced Topics in Global Business (2)**
Examines topics such as multinational foreign expansion strategies, strategic alliances, operating in emerging markets and developing economies, and designing effective organizational structures for multinational operations. Students will explore the global strategy decisions of multinational corporations using current global topics and lessons from contemporary case studies. Prerequisite: MGMT 398. See department chair.
- 407 Global Finance (2)**
Provides an in-depth look at the global financial markets from the perspective of both the multinational corporation and the individual investor. Topics related to the multinational corporation include global capital budgeting, raising debt and equity globally, and global tax and working capital management. The course further examines the perspective of the international investor through topics such as international investment portfolio management and diversification. Prerequisite: ECON 306; MGMT 398. Spring.
- 423 Seminar in Public Management and Leadership (2)**
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. See department chair.
- 424 Seminar in Organizational Power and Politics (2)**
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. See department chair.

- 426 Strategic Decision Making (2)**
Focuses on strategic decision-making in situations where individuals must interact with one another. These include both cooperative and competitive scenarios. Topics include bargaining, social dilemmas, resource division, and auctions. Prerequisites: Junior standing and one course from MGMT 380, ECON 102, STAT 185 or STAT 225. Typically even years Spring.
- 427 Systemic Decision Making (4)**
Systems thinking is espoused by many as an essential skill in today's workplace and as a requirement of a globally engaged citizenry. But how does one think systemically? The course uses an interdisciplinary perspective in understanding and addressing complex situations in a holistic manner, and will help students think about, act on, and observe complex phenomena in an effort to make improved decisions in today's complex, interconnected, and global environment. Students from any major are encouraged to enroll in this course. Prerequisite: MGMT 380 or permission of instructor. Typically even years Fall.
- 428 Business Analytics (2)**
Introduces students to quantitative methods for assessing large data sets in an effort to improve managerial decision making. Focus will be on the application of methods to real world case studies. Class will include laboratory time to explore methods in a computer-based environment. Topics will include clustering, regression, and forecasting. Prerequisite: STAT 225 or permission of instructor. Typically Spring.
- 453 Marketing and the Consumer (4)**
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. Prerequisite: MGMT 250. Typically Fall.
- 458 Marketing Strategy (2)**
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 250 and senior standing. See department chair.
- 480 Strategic Management and Policy (4)**
This capstone course integrates the functional areas of general management, and includes an analysis of the internal organization and the external environment. It involves the development of strategies, policies, structure and leadership to pursue organizational purposes and goals with sensitivity to competing stakeholders. Prerequisite: Senior standing; ACCT 216 or 301; ACCT 340 or MGMT 386; ECON 306; MGMT 300. Fall and Spring.
- 481 Leadership in Organizations (2)**
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 230 and Junior standing. Spring.

- 488 Consulting Practicum (3)**
Students, under the supervision of a faculty mentor, will work collaboratively in a consulting team responsible for helping a client organization solve a particular problem in the areas of marketing, finance, productions, human resource, and/or entrepreneurship, among others. Applying concepts, theories, and best practices learned in previous coursework, students will analyze and evaluate quantitative/qualitative data in a problem context for the purposes of preparing a deliverable solution that meets the specific needs of the client. The organizations will vary in size and scope, and may include for-profit, non-profit, and public sector governmental entities. Prerequisites: a minimum of 30 required credit hours in the Management major (courses may be from MGMT, ACCT, and/or ECON); Senior standing with 3.00 major GPA; and permission of the instructor. Every year.
- 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. Prerequisite: a minimum of 30 credit hours required in the Management major (courses may be from MGMT, ACCT, and/or ECON); and 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: MGMT 352 or an appropriate social science methods course approved by the chairperson; submission and approval of research proposal by the supervising departmental faculty member and chairperson (see <https://mgmtacct.unca.edu/undergraduate-research>). 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 Liberal Arts First-Year Seminar (LA 178) (3-4)**
Course offered to fulfill Liberal Arts Core requirement. See Liberal Arts section of catalog for course description. May not be used to fulfill major or minor requirements.

MASS COMMUNICATION (MCOM) AND VISUAL MEDIA PRODUCTION (VMP)

Professors Diefenbach (Chair), Hantz, West; Associate Professor DiPalma; Assistant Professor Meadows; Senior 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—Major competency 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.

Declaration of Major

Declaring a major in Mass Communication requires the student to 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 Liberal Arts First-Year Seminar (LA 178) (3-4)

Course offered to fulfill Liberal Arts Core requirement. See Liberal Arts section of catalog for course description. 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 Liberal Arts First-Year Seminar (LA 178) (3-4)

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

MASTER OF LIBERAL ARTS AND SCIENCES (MLAS)

Voos (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 five 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, Climate Change and Society and Environmental and Cultural Sustainability.

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 to the Master of Liberal Arts and Sciences program, either as degree candidates or to complete a post-baccalaureate certificate, 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.

Graduate Special Students

Persons with a baccalaureate degree who wish to take one or two graduate courses may be admitted to the university as a non-degree student. To be admitted in this 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 or certificate-seeking student and be admitted by the Graduate Council. The Graduate Special application is available online at <http://mla.unca.edu>.

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 (MLAS 681 or 690), 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 or at other accredited universities 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, 3 hours from ECS 520, ENG 520 or MLAS 520, 3 hours from ECS 540 or MLAS 540, 3 hours from CCS 560, ECS 560 or MLAS 560, 12 hours from 500-600 level program electives, and 6 additional hours completed in one of the capstone options listed below. MLAS 500 must be taken during the first fall semester after admission to the program.
- II. Other degree requirements—Students will choose one of two capstone options as the final requirement for the degree: a) completion of 6 credit hours in MLAS 681 or b) completion of a non-credit bearing MLAS Portfolio and 6 additional hours of 500-600 level program electives.

Students who select the non-credit bearing Portfolio option must still complete 30 credit hours in the program, so they will take additional program electives to reach the required number of hours. The portfolio will be completed within the student's final semester, and for students not selecting a graduate project or thesis, the portfolio is a degree requirement. The student's MLAS advisor serves as the portfolio advisor. The Portfolio will be submitted at the end of the semester to the MLAS Program Director and the Graduate Council for review and approval. The following items must be submitted to satisfy the requirements for the Portfolio option:

- A cover page with the student's name, date, and title of the project.
- At least three substantive papers from separate courses that represent their best work.
- A 10-12 page reflective narrative placing the papers in the context of the student's intellectual journey through the MLAS program.

Students will make an oral presentation of their portfolio and reflective essay before faculty and fellow students at the MLAS Program Forum. A copy of the Portfolio and reflective narrative will be retained in the MLAS archive in Ramsey Library.

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.

Post-Baccalaureate Certificates

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—Visualization 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.

Environmental and Cultural Sustainability Certificate Program

The multidisciplinary aspects of a sustainability-based curriculum are essential to understanding many of the problems facing today's world, and for providing the basis for the development of solutions. The five-course Environmental and Cultural Sustainability Certificate program is designed for individuals employed in or seeking employment in fields such as: land use planning, environmental non-profits, government, transportation, and insurance, in which sustainability concepts play an integral role. The program is intended to be attractive to both full-time and part-time students.

The Certificate in Environmental and Cultural Sustainability is awarded to students who successfully complete 15 credit hours, including the following three core courses and two elective courses approved by the MLAS director. Students must have a cumulative 3.0 grade-point-average in the five courses.

- ECS 520, Seminar in Sustainable Cultures
- ECS 540, The Economics of Sustainability
- ECS 560, Energy Systems

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, ECS 599, ENG 599 and MLAS 599. Fall and Spring.

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.

681 Capstone Project (3-6)

An independent, interdisciplinary project under the direction of a faculty supervisor. The graduate project reflects an emphasis or interest that the student has discovered in the MLAS program. The Capstone Project includes, but is not limited to, a work of written analysis, and may involve academic research, applied research or creative work. The Capstone Project is a formal process that requires the development and submission of a proposal, structured study with a faculty supervisor, and exit interview with the faculty supervisor and the MLAS advisor (who serves as the second reader of the project). The completed project is retained in the MLAS archive in Ramsey Library. (Grading S/U/IP). *Students who receive an IP grade for MLAS 681 will have two (2) additional semesters in which to complete and defend their projects.* Course may be repeated once for a total of 6 hours of credit. Fall and Spring.

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, ECS 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 Environmental and Cultural Sustainability (ECS):

520 Seminar in Sustainable Cultures (3)

Interdisciplinary seminar on the importance of diversity among the world's cultures and the potential for homogenization resulting from the globalization of many human activities. Literature from a variety of authors concerning international environmental themes will be read and discussed throughout the course.

540 The Economics of Sustainability (3)

Interdisciplinary seminar on the challenges and opportunities facing environmental sustainability in the modern era. This course draws on environmental and natural resource economics as well as political economy to understand contemporary sustainability issues including climate change, ecosystem services, and the greening of global supply chains.

560 Energy Systems (3)

Interdisciplinary seminar on the study of current energy uses and demands. Energy resources, including carbon-based, water-based, geothermal, and nuclear energy will be discussed. Renewable methods of energy generation, and potential future sources of energy will be reviewed.

599 Directed Research in Environmental and Cultural Sustainability (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, ECS 599, ENG 599 and MLAS 599. See program director.

571-3, 671-3 Special Topics in Environmental and Cultural Sustainability (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, ECS 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 Kaplan (Chair), Bahls, McClure, Patch, Peifer; Associate Professors Boudreaux, Lee, Steele; Assistant Professors Powell, Sanft; Senior Lecturer Whitlock; Lecturers Tinney, Webster; Beharrysingh (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 182 or 183, 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.

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 182 or 183, 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.

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 182 or 183, and either ACCT 215 and ECON 306; or ECON 102 and 305; or MGMT 130 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

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—34, consisting of CSCI 182 or 183; PSYC 319; and EDUC 210, 211, 314, 346, 430, 435, 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.

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 Assistance Center

The Parsons Mathematics Assistance Center is operated by professional staff to help students in their math courses. Students may drop in at any time during lab hours to obtain help on topics ranging from basic mathematics through higher level calculus. They may use the lab to work on their homework or to meet in study groups. Hours are extensive and are posted each semester. For additional information, or to apply to be a math tutor in the lab, visit "The Math Lab's" website, <https://math.unca.edu/joseph-parsons-mathematics-assistance-center>.

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: Algebra and Number Systems (3)**
 An intuitive development of the real number system with emphasis on problem solving. Topics include set theory, fundamentals of arithmetic and number theory, and basic algebraic structures. This course is designed for elementary licensure students. Prerequisite: at least 30 semester hours. Fall.
- 215 Structure of Mathematics: Geometry and Statistics (3)**
 A study of the fundamental mathematical principles on which geometry and statistics are based. Topics include descriptive statistics, basic probability, measurements of length, area and volume, equivalency, and study of geometric structures. This course is designed for elementary licensure students. Prerequisite: at least 30 semester hours. 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. 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 or 251. 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 192 and 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.
- 489 Professional Internship (1-3)**
 Semester-long internship involving mathematical/statistical work with a participating public agency, nonprofit organization or commercial institution. A written report and oral presentation are required upon completion of the project. Prerequisites: minimum grade-point average of 2.5 overall and in the department, MATH 291, at least junior standing, and permission of instructor. (Grading S/U.) May be repeated for a total of three hours credit. See department chair.
- 491 Analysis I (3)**
 The real number system, limits, sequences and functions, continuity, derivatives, mean value theorems and integration. Prerequisites: MATH 280, 291; or permission of instructor. Fall.
- 492 Analysis II (3)**
 Sequences and series of functions. Further topics may include, for example, introduction to metric spaces, Lebesgue measure and integration, and functions of more than one variable. Prerequisite: MATH 491. Even years Spring.

499 Undergraduate Research in Mathematics (1-6)

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 Liberal Arts First-Year Seminar (LA 178) (3-4)

Course offered to fulfill Liberal Arts Core requirement. See Liberal Arts section of catalog for course description. 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.
- 329 Big Data Analytics (CSCI 329) (3)**
 The analysis of unstructured and large data sets. Topics include: preparing data for deeper analysis, breaking down the process into manageable steps, regression techniques and Bayesian approach for dealing with multivariate data, and Exploratory Data Analysis with statistics software such as SAS, R, or similar packages. Prerequisites: STAT 185 or 225, CSCI 182 or 183, or permission of instructor. Even 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 Liberal Arts First-Year Seminar (LA 178) (3-4)**
 Course offered to fulfill Liberal Arts Core requirement. See Liberal Arts section of catalog for course description. May not be used to fulfill major or minor requirements.

MUSIC (MUSC)

Professors Galloway (Chair), Kirby; Associate Professors W. Bares, Felix; Assistant Professors Boone, King; Lecturers Peacock, Richmond, Weinberg

The Music Department offers three degree options: a Bachelor of Arts in Music; a Bachelor of Fine Arts in Jazz and Contemporary Music, and a Bachelor of Science in Music Technology. Because of the large degree of performance specialization inherent in 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: University Singers, Concert Band, Symphony, Asheville Singers, Jazz Band, Percussion Ensemble, and various jazz and contemporary music ensembles.

Bachelor of Arts in Music

The Bachelor of Arts in Music provides an opportunity for students to engage in a wide range of musical and academic studies. Students may emphasize areas of special interest, such as performance, composition, computer music, theory and history.

- I. Required courses in the major – at least 36 hours, including: MUSC 201, 202, 231, 232, 301, 331, 348, 349; 8 hours in Applied Music, 4 of which must be at 300 or 400 level; 4 hours of ensemble chosen from MUSC 113, 114, 121, 122, 123, 124, 125, 128, 129; six hours of approved Music electives at the 300–400 level area of emphasis. Students who do not take and pass the placement exam for MUSC 101, 130 and 131 will be required to take these courses prior to enrolling in MUSC 201 and 231.
- II. Required courses outside the major – None.
- III. Other departmental requirements – Major competency is demonstrated through lecture and recital, or by the successful presentation of an approved research project.

Bachelor of Fine Arts in Jazz and Contemporary Music

The Bachelor of Fine Arts degree in Jazz and Contemporary Music is designed for exceptional students who plan to 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.

- I. Required courses in the major—68–78 hours, including: MUSC 150, 201, 202, 231, 232, 293, 294, 295, 296, 301, 331, 348, 349, 357, 382, 393, 394; 12 hours of applied music: MUSC 291, 292, 391, 392, 491, 492; 8 hours of ensemble chosen from MUSC 113, 114, 121, 122, 123, 124, 125, 128, 129; 6 hours of music electives at the 300–400 level. Students whose level of proficiency does not allow them to start with MUSC 201, 231 and 291 will be required to complete MUSC 101, 130, 131, 191 and/or 192 prior to taking the higher level courses. These demonstrated proficiencies are determined by the music theory placement exam and the audition for the major.
- II. Required courses outside the major—None.
- III. Other departmental requirements—Major competency is demonstrated through lecture and recital.

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 113, 114, 121, 122, 123, 124, 125, 128, 129; 3 hours of music

electives at the 300-400 level. Students who do not take and pass the placement exam for MUSC 101, 130 and 131 will be required to take these courses prior to enrolling in MUSC 201 and 231.

- II. Required courses outside the major—23 hours: CSCI 182; MATH 167; PHYS 102, 122, 131, 231, 310.
- III. Other departmental requirements—Major competency is demonstrated by an approved senior recording or research project, to be undertaken in conjunction with MUSC 485 and 487.

Admission to the Major in Music

Students wishing admittance to the B.A., B.F.A. or B.S. degree program in music must 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

At least 20 hours: MUSC 201, 202, 231, 232, 348, 349 and 6 additional hours in MUSC at the 300-400 level. Students who do not take and pass the placement exam for MUSC 101, 130 and 131 will be required to take these courses prior to enrolling in MUSC 201 and 231.

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 Class Guitar I (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 113 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.

113 University Chorale (1)

University Singers is an ensemble that prepares singers for a lifetime of choral participation as experienced singers, music educators and enthusiastic amateurs. The choir performs a full range of literature including major works with orchestra, standard repertoire for choral ensembles, and other works representing a global diversity of musical styles. No audition required. Fall and Spring.

114 Asheville Singers (1)

The Asheville Singers is an ensemble of gifted and talented pre-professional singers, music educators, and dedicated amateurs. The ensemble performs a wide variety of music in concerts throughout the semester. It also serves as an ambassador ensemble for UNC Asheville, representing the university at local, state and regional events. By

audition. Preference will be given to singers able to commit to the ensemble for a complete academic year. Fall and Spring.

121 Wind Ensemble (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 Studio 18: Vocal Jazz Ensemble (1)

Studio 18 is a competitive vocal jazz ensemble whose members are advanced, skilled singers. The group performs in a variety of jazz styles at performances held on campus and in the Asheville community as part of the professional music environment. 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.

130 Introductory Aural Skills (1)

Laboratory for introductory ear training and sight singing. This course is intended for music majors. Corequisite: MUSC 131. Fall.

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, including clef notation, key signatures, major and minor scales, triads, and seventh chords. This course is intended for music majors. Corequisite: MUSC 130. Fall.

140 Music Appreciation (3)

An introduction to music for non-music majors. Covers a wide range of musical genres and includes cultural and social context. Spring.

150 Foundations of Jazz and Contemporary Music (2)

Intended for Jazz and Contemporary Music majors, this introductory course addresses stylistic history, repertoire, professional conduct, as well as basic grooves and fundamentals of songwriting. Even years 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. Prerequisites: MUSC 101 or demonstrated piano competency through the MUSC 101 level; MUSC 130 and 131 or satisfactory performance on a placement exam. Corequisite: MUSC 231. Spring.

202 Aural Skills II (1)

Laboratory for ear training and sight singing. Prerequisite: MUSC 201; corequisite: MUSC 232. Fall.

207 Conducting (2)

Emphasizes basic through refined conducting skills for both choral and orchestral conducting. Prerequisite: MUSC 232 or permission of instructor. See department chair.

231 Music Theory I (3)

A study of music from the common practice period and of popular music from the 19th century to the present that may include four-part voice leading, diatonic harmony, cadences, and phrase structure. Prerequisites: MUSC 101 or demonstrated piano competency through the MUSC 101 level; MUSC 130 and 131 or satisfactory performance on a placement exam. Corequisite: MUSC 201. Spring.

232 Music Theory II (3)

A study of music from the common practice period and of popular music from the 19th century to the present that may include counterpoint, chromatic harmony, modulation, and larger forms. Prerequisites: MUSC 201, 231; corequisite MUSC 202. Fall.

241, 242 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.

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.

295, 296 Jazz and Contemporary Theory and Practice I, II (2, 2)

Theory, performance practice and ear training in a variety of jazz and improvisational styles beginning with the blues and moving through more complicated popular song forms. MUSC 295 prerequisites: MUSC 201, 231. MUSC 296 prerequisite: MUSC 295. MUSC 295: Fall. MUSC 296: Spring.

- 301 Aural Skills III (1)**
Laboratory for ear training and sight singing. Prerequisite: MUSC 202; corequisite: MUSC 331. Spring.
- 331 Music Theory III (3)**
A study of music from the late Romantic and early twentieth centuries that may include extended chromatic harmony, chromatic modulation, Impressionism, atonal pitch class sets, and serialism. Prerequisite: MUSC 202, 232; corequisite MUSC 301. Spring.
- 340 Advanced Topics in Music Theory (3)**
Rotating topics from popular, classical and contemporary music. This seminar-style course helps students develop advanced analytical techniques and writing skills. Students may repeat the course as content varies for a total of nine hours. Prerequisite: MUSC 331. Fall.
- 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 Western Music History and Literature I (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 Western Music History and Literature II (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 (4)

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. Prerequisites: MUSC 294, 296. Fall.

394 Harmony and Improvisation IV (4)

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. 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 Liberal Arts First-Year Seminar (LA 178) (3-4)**
Course offered to fulfill Liberal Arts Core requirement. See Liberal Arts section of catalog for course description. May not be used to fulfill major or minor requirements.

NEW MEDIA (NM)

Associate Professor Oakley (Director); Professor Han; Associate Professor Cloninger; Assistant Professor Bradbury; Senior Lecturer Reiser; Lecturers Hursty, Kusek

The New Media major 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 media, 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 creative media 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 creative media, 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, 231, 251, 281, 438, 490; one course from NM 142, 146 or 344; 4 additional hours of electives in a New Media studio course at the 300-400 level; and 8 hours from one of the following Emphasis Areas:
 - a. Computer Animation: NM 310, 410
 - b. Interactive Media: NM 320 or 330; 420
 - c. Video Art and Design: NM 350, 450
- II. Required courses outside of the major—11 hours: one course from CSCI 182, 183 or 185; 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—Major competency is demonstrated in NM 490. The course must be completed with a grade of C or higher.

Declaration of Major in New Media

The student must have an overall GPA of 2.5 prior to declaring a major in New Media.

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 182, 183 or 185; 8 hours from NM 101, 201, 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 182, 183, 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, principles 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.

146 Video Game Studies (4)

Critical investigation of 40+ years of video game histories, technologies, global cultures, philosophies, and aesthetics relevant to the medium. Using critical texts, auto-ethnographic game play, and informative documentaries, we will critically discuss the influence and the experiential power of video games, which will culminate in a substantial research paper and in-depth independent game design proposal. Introduction to open-source game creation software will also be covered in class. Odd years Fall.

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.

231 Introductory Interactive Media (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)

Introduction to manual and digital animation skills. 2D hand-drawing, and traditional 3D stop-motion training will harmonize with their digital counterparts, including Dragon frame, industry standard 2D animation software, and 3D animation using Maya. Critical screening and adaptation of film and storyboarding precedents will provide a solid foundation for students' conceptual and technical grasp of animation. 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 (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 182 or 183; NM 251. Fall.

313 Virtual Reality (CSCI 313) (4)

Students practice techniques for creating immersive and interactive virtual reality environments, developing, presenting, defending, and improving their work based on formative faculty and peer feedback. Practical experience will be gained with tracking systems, head-mounted-displays, and 3D graphics. Alongside projects, students will complete readings and engage in discussions about virtual reality history and theory. Prerequisites: CSCI 202 or NM 251. Odd years Spring.

- 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. Prerequisites: CSCI 182, 183 or 185; NM 231. 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 182 or 183; NM 231. See department chair.
- 332 Experimental Media (4)**
Students create work in a specific experimental genre of new media, exploring the unique strengths and challenges of that genre in comparison with other more standard new media genres. Conceptual and reflective thinking is particularly emphasized in conjunction with novel and inventive ways of making. 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. Prerequisites: NM 231, 251 and 281. See department chair.
- 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 231, 251, 281, an additional 300-400 level NM course, and a cumulative 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. See department chair.
- 350 Intermediate Video (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 182 or 183; NM 281. Spring.
- 360 Digital Creation Lab: 3D Printing (4)**
Surveys the 3D printing and reality capture ecosystem. Students will gain hands-on experience creating 3D assets that are eventually printed on a 3D printer. Reality capture methods will include both fixed and mobile methods and discuss technical constraints and application. Digital prototyping will cover not only workflows but manage expectations of what's possible and what isn't with a 3D printer. Students will use existing off-the-shelf 3D software to complete their tasks while learning the key

factors that go into successfully creating printable digital assets. Prerequisite: NM 251. Odd years Fall.

410 Advanced Animation Techniques (4)

Study and utilization of advanced character animation techniques and elements of story to create convincing and entertaining animation. Students may choose traditional (2D), digital (3D), experimental and stop-motion techniques to create their work. Students may also work in small teams to create an animated short. 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 or 330. 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: one course from NM 310, 320, 330 or 350. Fall and Spring.

450 Advanced Video (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 Liberal Arts First-Year Seminar (LA 178) (3-4)

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

PHILOSOPHY (PHIL)

Professors Burchard (Chair), Butler, Davis, Maitra; Assistant Professor Williams

“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, 497, 498; 12 hours from the History of Western Philosophy: 250, 255, 260, 352; 4 hours from the History of Non-Western Philosophy: 217, 313, 315, 317; 4 hours from 303, 304, 305, 307, 310; 4 hours from 302, 320, 321, 323, 365.
- II. Required courses outside the major—None.
- III. Other departmental requirements—Major competency is satisfied in PHIL 497 and 498 by demonstration of basic logic skills and knowledge of the history of philosophy.

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: 217, 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. Students majoring in philosophy are strongly encouraged to take PHIL 101 by the end of their sophomore year. 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.

217 Buddhist Philosophy (4)

A survey of the main philosophical themes, arguments and analyses presented in the different versions of Buddhism, including Theravada Abhidharma, and Mahayana schools like the Madhyamaka and Zen. Themes included range from contemporary Buddhist topics like socially engaged Buddhism and women in Buddhism to traditional Buddhist themes of contemplation, impermanence and no-abiding-self. Even years Fall.

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.
- 308 Philosophy of Literature (4)**
An exploration of some of the most intriguing and illuminating points of intersection between philosophy and literature, including interpretation in criticism, the nature of critical evaluation, truth in fiction, and metaphor. Coursework may include philosophical approaches to the understanding of literary texts (issues of truth, authorship, selfhood), literary texts that explicitly invoke philosophical problems or approaches, and/or problems raised by certain philosophical texts whose proper use requires careful attention to their form. The specific literature the course examines will change according to the interests and needs of the instructor and the students. Examples include science fiction, classics, existential novels/drama or Asian literatures. Course may be repeated as literatures change. Odd years Spring.
- 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 (3-4)**
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.

321 Philosophy of Disability (4)

A philosophical examination of impairment and disability in personal and social contexts. Students will be introduced to histories of disability and Disability Studies. Topics in Disability Studies will be addresses from the perspectives of metaphysics, philosophy of religion, history of (Western) philosophy, feminist and queer theory, political philosophy, and ethics. Odd years Fall.

323 Philosophy of Third World Feminism (4)

Philosophical analyses of issues faced by women in their various third world contexts and feminist theorizing about third world women's oppression, resistance and activism that is historically, socially, economically and geographically situated. This course analyzes how various factors of cultural, religious, economic and familial institutions, traditions and practices interact to shape women's lives and their everyday experience of marginalization. The term "third world" is used in this course to enable critical engagement with its range of connotations. Feminist theorizing enables us to highlight how solidarity compliments equality in feminist consciousness in the third world contexts. Finally, third world feminist analyses also help us recognize dimensions of feminist agency and autonomy that would otherwise have remained underexplored. Odd years 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.

497 Senior Thesis I (2)

First semester of the research seminar for the production of a senior thesis. Emphasis upon significant methodological literature in philosophy and extensive use of scholarly source work, with faculty supervision. Completion and acceptance of a formal thesis proposal, an annotated bibliography, and the signed agreement of the second faculty advisor are required. The thesis proposal will be presented as the final exam. Prerequisite: Senior standing or permission of department chair. Fall.

498 Senior Thesis II (2)

Second semester of the research seminar emphasizing the writing process with additional research incorporated. An IP grade may be awarded at the discretion of the instructor. Prerequisites: PHIL 497 and senior standing or permission of department chair. Spring.

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 Liberal Arts First-Year Seminar (LA 178) (3-4)

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

PHYSICS (PHYS)

Professors Booker (Chair), Bennett, Ruiz; Assistant Professors Lundgren, Perkins; Senior 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.

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—22 hours: CHEM 111, 132; MATH 191, 192, 291, 365, 394; MATH 391 and 395 are recommended.
- III. Other departmental requirements—Major competency is demonstrated through a departmental competency examination.

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; CSCI 182 or 183; MATH 191, 192, 291; the selection of 5 additional semester hours 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.
- IV. Other departmental requirements—Major competency is demonstrated through a departmental competency examination.

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—23 hours, including CHEM 111, 132; ENVR 130; MATH 191, 192, 291; PSYC 319 and those additional course requirements indicated in the Education section of the catalog.
- V. Other departmental requirements—Major competency is demonstrated through a departmental competency examination.

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—35 hours, including BIOL 125, 126; CHEM 111, 132, 145, 233; 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—Major competency is demonstrated through a departmental competency examination.

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.

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.

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 Liberal Arts First-Year Seminar (LA 178) (3-4)

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

POLITICAL SCIENCE (POLS)

Professors Cornett (Chair), Betsalel, Gibney; Assistant Professors Haschke, Moraguez

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 and 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 or 225.
- III. Other departmental requirements—Major competency is demonstrated in POLS 490.

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 and 490. At least 20 of the 34 hours must be completed at the 300-400 level.
- II. Required courses outside the major—27 hours: ECON 101; HIST 101, 102, 151, 152, 312; PSYC 319; one course from SOC 200, 210, 220; either 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—Major competency is demonstrated in POLS 490.

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 Introduction to American Politics (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? Every year.

261 People, Governments and Conflict (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. Every year.

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. Every year.

290 Political Analysis (4)

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. The class will also include instruction on reviewing the literature and using proper citation, as well as using and interpreting data. Fall and Spring.

311 Politics of Violence (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. See department chair.

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. See department chair.

318 Political Parties in the United States (4)

Political parties play an important but ambiguous role in the US political system. In this class, we discuss why political parties emerge, why the US has a two party system, and how parties seek to accomplish their goals. We will also focus on the heightened partisanship that appears to have marked Congress and the electorate in recent years and what, if any, consequences that may have for the operation of our government. See department chair.

- 320 Challenges to American Democracy (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. See department chair.
- 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. See department chair.
- 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. See department chair.
- 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. 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. Fall.
- 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.
- 333 United States Courts and Public Policy (4)**
An introduction to the political science of law and courts. We evaluate law and the courts as political institutions and judges as political actors and policy-makers. Some of the topics we will cover are: what courts do, the power of courts, the constraints on judicial decision-making, judge/justice selection and appointment, conflict within the federal judicial hierarchy, case selection, and the role of ideology and constitutionalism on the courts. See department chair.
- 336 Money in Politics in the United States (4)**
Two important questions are examined in this course: How much influence does money have in determining who seeks and wins elective office in the United States? How much do money and lobbying influence government actions and the public policy we see? Students will debate the role of money in politics by looking at interest group activity, campaign finance reform, and the behavior of elected officials. 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. See department chair.
- 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. See department chair.
- 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. See department chair.
- 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. See department chair.
- 351 Public Policy and Administration (4)**
Examines the executive branch of the federal government in the implementation of laws as well as the executive's role in creating and shaping public policy. The principles of public administration are explored in the context of the politics of bureaucracy. Special attention is given to the role the professional civil service plays in the policy making process, specifically, and in representative democracy, generally. Prerequisite: POLS 220. See department chair.

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). See department chair.

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. See department chair.

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. See department chair.

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. See department chair.

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. See department chair.

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. See department chair.

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. See department chair.

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.

- 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. See department chair.
- 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. See department chair.
- 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. See department chair.
- 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. See department chair.
- 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.
- 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.
- 396 Quantitative Reasoning: Telling Stories with Numbers (4)**
Focuses on exploring, illustrating and communicating compelling stories hidden in data. Part art, programming and statistical reasoning, data description and visualization skills have become critical for anyone who seeks to substantiate claims to knowledge. A proficiency in data analysis is essential for those pursuing careers in policy advocacy and evaluation, business consulting and management, or academic research in the fields of education, health, medicine, and the social sciences. This course introduces students to the open-source programming language R, statistical techniques to analyze data, and the fundamentals of creating data-analysis graphics. No prior background in programming is required or expected. Prerequisites: POLS 290; STAT 185 or STAT 225. 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.

490 Senior Research Capstone (4)

A research class in which students undertake supervised investigation of political phenomena and present the findings of their research in an oral presentation. This course fulfills the senior competency requirements for Political Science majors. An IP grade may be awarded at the discretion of the instructor. Fall and Spring.

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 Liberal Arts First-Year Seminar (LA 178) (3-4)

Course 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)

[See Languages and Literatures](#)

PSYCHOLOGY (PSYC)

Associate Professor Laughon (Chair); Professors T. Brown, Harvey, Himelein; Associate Professors Chiang, Foo, Neelon; Assistant Professors Bernal, Cox, Pascoe

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 upper-level 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—10 courses totaling a minimum of 38 hours, including: PSYC 100, 201, 202, 412; three courses from PSYC 200, 208, 214, 216, 290; and three courses at the 300-level with at least one course from each of the following groups:
 - a) Subfields: 307, 319, 322, 328, 329, 343, 347, 362, 367
 - b) Topical Areas: 310, 311, 312, 324, 334, 345, 355, 366
- II. Required courses outside the major—None. Biology, Computer Science and Spanish courses are recommended.
- III. Other departmental requirements—Major competency is demonstrated in PSYC 412.

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 the Liberal Arts Core Mathematics requirement with a grade of C or higher;
- II. completed PSYC 100, 201 and an additional 200-level PSYC course with a cumulative 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.

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 requires the completion of a minimum of five courses totaling at least 18 hours. The specific course requirements are as follows:

- I. PSYC 100 and 201;
- II. one course from PSYC 200, 208, 214, 216 or 290;
- III. one course from PSYC 307, 319, 322, 328, 329, 343, 347, 362 or 367;
- IV. one course from PSYC 310, 311, 312, 324, 334, 345, 355 or 366

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 (4)**

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. Additional activities may include simple empirical readings and replications of selected classic experiments in psychology to emphasize the scientific nature of the discipline. Information on careers and graduate study in psychology will also be introduced. Fall and Spring.

200 **Social Psychology (4)**

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. Students will be required to participate in the following types of activities: group-based discussion, critical thinking activities, reflection activities, replication of studies using classroom data. Prerequisite: PSYC 100. Every year.

201 **Research Methods I (4)**

An introduction to fundamental concepts of research in psychology emphasizing the design of experimental and correlational studies, basic statistics, and critical evaluation of research. Course activities will require active engagement with study design, critical evaluation of research, and data analysis and interpretation using spreadsheet and statistical software. Prerequisite: 4 hours in psychology. Fall and Spring.

202 **Research Methods II (4)**

Continued study of research techniques and methods of data analysis. Special attention to relationship of research design to statistical analysis. Prerequisite: 6 hours in psychology including PSYC 201. Fall and Spring.

208 **Abnormal Psychology (4)**

Addresses the symptoms, possible causes and treatments of mental disorders, including depressive, anxiety, stressor-related, psychotic, and personality disorders. Course involves exploration of major controversies in the field, including diagnostic and categorization systems. Students will complete writing and application projects emphasizing critical thinking and reflection. Prerequisite: PSYC 100. Every year.

214 **Developmental Psychology (4)**

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. Students will apply scientific content to issues currently challenging children worldwide, such as poverty, war and climate change. Prerequisites: PSYC 100. Every year.

216 **Fundamentals of Neuroscience (NEUR 216) (4)**

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. This course will also address historical and modern

techniques in comparative neuroanatomy, electrophysiology, and computational neuroscience. Prerequisite: PSYC 100. Every year.

290 Psychology: Past and Present (4)

An overview of the history of psychology, reviewing the major people, ideas, works and theories that founded and shaped modern scientific psychology. Emphasis on reading and reacting to classic works in psychology. Course includes discussion of graduate study and careers in psychology. Prerequisite: PSYC 100. Every year.

307 Health Psychology (4)

An exploration of the impact of biological, social, and psychological processes on health and illness. Topics include research methods, health disparities, stress and pain, psychoneuroimmunology, health promotion, and behavioral medicine. Course includes a major service-learning, research, or application project focused on behavioral health. Prerequisites: PSYC 100, 201. See department chair.

310 Psychology of Adolescence (4)

A survey of theory and research on physical, cognitive, and psychosocial development during adolescence, as a distinct period of time between childhood and adulthood. This course focuses on the general characteristics of the adolescent experience as well as variation due to culture and other diverse characteristics. Special attention is paid to the social contexts of development. Students will address common myths and misperceptions, as well as discuss strategies to support healthy development. 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 (4)

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. This course will include group-based discussion, critical thinking activities and reflection activities. Prerequisites: PSYC 100, 201. See department chair.

312 Psychology of Exceptional Children (4)

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, emotional/behavioral disorders, and special gifts and talents. Discussion includes general characteristics as well as individual variation. This course is focused on understanding differences rather than adhering to the medical paradigm of deficiency. Recommended for teacher licensure students. Prerequisites: PSYC 100, 201. Recommended prerequisite: PSYC 214 or 319. See department chair.

319 Educational Psychology (4)

An introduction to the principles of educational psychology. Topics include physical, cognitive, and psychosocial development in childhood and adolescence, theories of learning, individual differences such as intelligence and motivation, and assessment and evaluation. Theory and research will be used to understand and explain learning and development, as well as devise strategies to promote optimal learning and development. Projects will focus on the potential classroom application of key concepts and theories. Prerequisite: EDUC 210 or PSYC 100. Fall and Spring.

322 Sensation and Perception (4)

A comprehensive study of how we sense and interpret our world via examination of sensory physiology, the neural pathways and structures of sensation and perception, and the principle concepts and theories of the area. Topics include biological, psychological, and theoretical aspects of vision, audition, taste, smell, and the skin senses. Prerequisite: PSYC 216 or permission of instructor. See department chair.

324 Theories of Personality (4)

Addresses major theories of personality and their empirical basis. Course focuses upon applying personality theory, and a host of particular personality constructs, to individuals' lives. As part of application to individual lives, students will learn to administer, score, and interpret a number of personality measures. Prerequisites: PSYC 100, 201. See department chair.

328 The Psychology of Language (4)

Linguistic, psycholinguistic and neuropsychological perspectives on language and reading. Emphasis on speech perception and production, syntax, loss of language abilities through brain injury, and comparisons across cultures and species. Course activities will include reading and responding to important recent papers in the discipline, and in-class lab experiments which demonstrate key psycholinguistic phenomena. Prerequisites: PSYC 100, 201. See department chair.

329 Cognitive Psychology (4)

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. Topics include the role of attention in perception, the dynamics of human memory, and the role of heuristics of reasoning, judging, and deciding. Laboratory exercises will require collecting and analyzing data from classic experimental tasks addressing sensory memory, selective attention, working memory capacity, and memory bias from stereotypes. 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. Interdisciplinary focus incorporating research and theory from multiple disciplines of psychology and social science. Topics include research methods, development of gender identity, gender comparisons and gender inequality, diversity among women, and psychological issues specific to females. Course contains a laboratory component in which students undertake empirical research projects, presenting findings at an on-campus symposium. 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, sentencing, and the death penalty in North Carolina. Lab activities will vary by semester and opportunity but will be designed to reinforce basic research methodology skills in the context of death penalty litigation. Prerequisites: PSYC 100, 201. See department chair.

345 Child Clinical Psychology (4)

An examination of mental health conditions that impact children and adolescents as well as assessment and intervention strategies. Additional topics include factors influencing youth adjustment; impact of children's mental health on families, schools, and communities; and effective service delivery. Course projects focus on problem-

solving, writing, and critical thinking skills, and involve review, integration, and analysis of primary sources. 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.

355 Psychology of Family Violence (4)

Examines theoretical explanations for the presence of violence in American families. Critical emphases include research on the prevention and intervention of child abuse, intimate partner violence, and sexual assault, and an examination of how culture and gender impact family violence. Additional activities will vary by semester and will be designed to increase students' comprehension and application of course content. Prerequisites: PSYC 100, 201. See department chair.

362 Advanced Neuroscience (NEUR 362) (4)

Lecture and laboratory course exploring central and peripheral nervous systems, neuronal structure and functioning, biological and computational 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. Prerequisite: PSYC 216. See department chair.

366 Psychology of Close Relationships (4)

An exploration of the psychology influencing close relationships. Critical emphases include love, friendship, attraction, intimacy, communication, conflict, loss and grief through discussion of phenomenology, psychological theory and psychological research. This course requires participation in a group-based project. No credit given to students who have credit for PSYC 368. Prerequisites: PSYC 100, 201. See department chair.

367 Human Sexuality (4)

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. This course requires a literature review and APA-style research proposal on a topic in 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: topical, research, or internship. Prerequisite: Minimum of 85 earned hours to include 24 hours in Psychology. Fall and Spring.

Senior Seminar in Psychology: Topical

An in-depth examination of a topical area in Psychology (course topics vary by semester and instructor). Students read, discuss, and write about theoretical and empirical issues relevant to the topical area at an advanced level. This writing intensive course requires writing an APA-style formal research proposal or literature review as well as an oral presentation.

Senior Seminar in Psychology: Research

Students carry out empirical research, developed with their instructor, on a topical area in Psychology (course topics vary by semester and instructor). Students read, discuss, and write about theoretical and empirical issues relevant to the topical area at an advanced level. This writing intensive course requires writing an APA-style research paper as well as an oral presentation.

Senior Seminar in Psychology: Internship and Helping Skills

Students complete a 90-hour internship with local community programs, hospitals, psychological or medical centers, or school counseling offices. In addition, the course involves practice in basic interpersonal helping skills, weekly readings and writing reflections, discussion of internship experiences, and, as a writing-intensive course, career-relevant formal writing and presentation assignments. The course has a heavy workload but offers students the opportunity to gain valuable applied experience in preparation for employment, graduate school, or professional school. Enrollment is by permission of instructor only, following completion of the application (available on the UNC Asheville website or from the instructor); preference is given to graduating seniors.

499 Undergraduate Research in Psychology (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 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 Liberal Arts First-Year Seminar (LA 178) (3-4)

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

RELIGIOUS STUDIES (RELS)

Professors Payne (Chair), Hardy; Associate Professor Zubko, Assistant Professor Harvey

Participating Faculty: Holland (Classics), Traboulsi (History), Chess (English), Kaplan (Mathematics), Maitra (Philosophy)

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.

As is appropriate to its setting in a publicly supported university, the department is nondenominational and non-confessional. We do not advocate for or against any religion; rather students explore a diversity of religious traditions, including those that have influenced the development of “western” culture (primarily Judaism, Christianity, and Islam), the religions of East and South Asia, and indigenous and diasporic religious traditions as a means to examine the larger role of religion in human societies. Courses in Religious Studies are inherently multidisciplinary and stress the academic skills of critical inquiry and effective communication that are appropriate to a wide variety of careers and graduate study opportunities.

Major in Religious Studies

- I. Required courses in the major—at least 36 hours, including: RELS 200, 398, 492; one course from those listed under Religion and Western Culture; one course from those listed under Religions of Asia and Africa; one course from those listed under Interdisciplinary Approaches to Religion; and 12 hours of electives chosen from other RELS courses or from the list of approved courses. 20 of the required 36 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—Major competency is demonstrated in RELS 398. The course must be completed with a grade of C or higher.

Religion and Western Culture

CLAS	325	Topics in Ancient Life and Culture: Greek and Roman Religion (4)
CLAS	365	Introduction to the Hebrew Bible (4)
HIST	388	Introduction to Islam (4)
LIT	369	World Literature: The Hebrew Bible (4)
PHIL	255	Medieval Philosophy (4)
PHIL	315	Islamic Philosophy (4)
RELS	215	Judaism and Christianity in the Ancient World (4)
RELS	312	Religion in America to 1865 (4)
RELS	315	Islamic Philosophy (4)
RELS	354	Greek and Roman Religion (3)
RELS	387	Religion and Culture of Judaism (4)
RELS	388	Introduction to Islam (4)
RELS	389	Jewish Women and Religion (4)

Religions of Africa and Asia

AFST	317	Africana Philosophy (4)
ASIA	313	Asian Philosophy (4)
PHIL	313	Asian Philosophy (4)
PHIL	317	Africana Philosophy (4)
RELS	280	Asian Religious Traditions (4)
RELS	326	Religion and Dance in South Asia (4)

RELS	342	African Religions in the Americas and the Caribbean (4)
RELS	381	Religions of South Asia (4)
RELS	386	Buddhism (4)

Interdisciplinary Approaches to Religion

CLAS	250	Mythology (4)
PHIL	303	Philosophy of Religion (4)
RELS	302	Sociology of Religion (4)
RELS	303	Philosophy of Religion (4)
RELS	330	Religion and Gender (4)
SOC	302	Sociology of Religion (4)

Additional Approved Courses

ASIA	101	Elementary Chinese I
CLAS	101	Latin I (4)
CLAS	103	Greek I (4)
CLAS	105	Hebrew I (3)

Minor in Religious Studies

At least 20 hours distributed as follows: RELS 200; one course from those listed under Religion and Western Culture; one course from those listed under Religions of Asia and Africa; one course from those listed under Interdisciplinary Approaches to Religion; and at least one course chosen from RELS courses or from the list of approved courses. No more than 8 hours of approved electives may come from a single department outside of Religious Studies, and at least 12 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 (4)

A introduction to the academic study of religion that explores classical and contemporary theories of religion as well as comparative themes such as concepts of the sacred, myths and rituals, ways of being religious, and ideas of the afterlife through case studies drawn from various religious traditions. Fall and Spring.

215 Judaism and Christianity in the Ancient World (4)

A comparative examination of the development of Judaism and Christianity, beginning with their common heritage in the Israelite tradition, but focusing especially on the period between the formation 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 (4)

Course surveys the ideas, practices, and social institutions of Hindu, Sikh, Buddhist, Daoist, Confucian, Shinto and South Asian Muslim traditions. Through an historical framework, we will explore various dimensions of these traditions, including myth, scripture, ritual, devotion, religious authority, sacred space and time, ethics, gender, performance, politics, and diaspora communities. Fall.

- 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. See department chair.
- 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 (4)**
The historical development and social context of religion in the United States during the colonial and antebellum eras. Topics include the European encounter with Native American religious traditions; Puritanism; religious rationalism in the founding era; evangelicalism and revivalism; antebellum Catholic immigration; African American and slave religions; and religion and the Civil War. Fall.
- 313 Religion in America Since 1865 (4)**
The historical development and social context of religion in the United States from the end of the Civil War to the present day, focused especially upon the intersection of religion and culture in areas such as immigration, revivalism, social reform, new religious movements, and the impact of religious diversity. Associated lab sections will focus on the development of critical thinking and writing skills. 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.
- 326 Religion and Dance in South Asia (4)**
The performance of religion through focusing on the mythology, ritual, history and aesthetics of Hindu and Muslim storytelling dances. The allied arts of music, theater, and temple sculpture are indispensable aspects included in our inquiry into embodied religion. We will also examine indigenous theories of audience- receptivity, Bollywood adaptations, transnationalism, and Western encounters reflected in photography, literature, and film that illuminate insider/outsider perspectives. The associated lab will include instruction and practice in these dance forms; no previous dance experience is required. See department chair.
- 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. Associated lab sections will focus on the development of critical thinking and writing skills. See department chair.

342 African Religions in the Americas and the Caribbean (4)

An interdisciplinary study of the history, beliefs, and practices of various religious systems of knowledge in the Americas and the Caribbean sharing cultural origins in West and Central Africa. Topics explored include spirit manifestation, divination as a “technology” of relationship, embodiment and religious expression, gender construction and performance, and cultural identity formation. Religious systems and geographic regions typically covered include Candomblé (Brazil), Santería (Cuba), Obeah (Jamaica), Kumina (Jamaica), and Vodun (Haiti and North America). See department chair.

354 Greek and Roman Religion (4)

Introduces students to the religions of the Greek and Roman worlds. Although the focus will be on the polytheistic religions of Classical Greece and Republican and Imperial Rome, the course will also consider the impact of Egyptian, Persian, Etruscan, and the mystery religions, including early Christianity, of the Roman Empire. Religious practices and beliefs will be considered in a wide range of literary, artistic and archaeological sources. Prerequisite: HUM 124. Even years Fall.

381 Religions of South Asia (4)

A comparative study of religious diversity in South Asia, including the history, beliefs, and practices of the major indigenous religions of the region (Hinduism, Jainism, Sikhism, Buddhism) as well as their development in relation to the imported traditions of Islam and Christianity within their south Asian contexts. See department chair.

384 Judaism, Christianity and Islam in the Mediterranean World (4)

Recasting the more traditional examinations of the “medieval” period away from northern and western Europe, this course examines the ways in which Jews, Christians, and Muslims living in the areas surrounding Mediterranean Sea (including North Africa, Iberia, Italy and Sicily, and Western Asia) interacted with one another and negotiated their religious and social identities through conflict and coexistence, tolerance and intolerance, and cultural and scientific exchanges, from the early Byzantine period to the sack of Baghdad by the Mongols in 1258. See department chair.

386 Buddhism (4)

A study of the life of the Buddha and his teachings as they influenced and transformed the cultures of South and Southeast Asia, China, and Japan as the transmission of Buddhism and Buddhist ideas and practices into contemporary “western” cultures. Topics include meditation, the participation of women, “socially engaged Buddhism” and Buddhist views on ecology, war, and human rights. Spring.

387 Religion and Culture of Judaism (4)

A study of the historical and cultural development of Judaism from its biblical origins to its modern expressions as a global religion. Readings are drawn from religious texts, such as the Torah, Talmud, Midrash, and the Zohar, but also from Jewish liturgy, Hasidic tales, Zionist thought, and medieval, modern, and contemporary Jewish poetry. 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) (4)

Explores Islam as a faith and way of life. In addition to studying the Quran and Prophetic traditions, the course will closely examine the dynamics of Islamic law and its role in everyday life. In addition, the course will deal with Muslim ritual and

devotional practices, Sufism, and reformist and Islamist movements in the twentieth century. See department chair.

389 Jewish Women and Religion (4)

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 issues of diversity such as marginalization, oppression, contributions, and resistance both within the Jewish community and between the Jewish and non-Jewish communities. 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. Even years Spring.

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. Major competency is demonstrated in this course. Prerequisite: RELS 200 and at least four additional RELS courses at the 300 level or above. Spring.

492 Senior Seminar in Religious Studies (4)

A capstone course that is required for all Religious Studies majors but open to any student who meets the prerequisites, the Senior Seminar explores a selected topic in the study of religion from multiple theoretical and methodological approaches. Writing will be an integral component of the course. May be repeated for a total of 8 hours when topics vary. Prerequisite: RELS 398 with a grade of C or better or permission of the instructor. Fall.

499 Undergraduate Research in Religious Studies (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 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 Liberal Arts First-Year Seminar (LA 178) (3-4)

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

SOCIOLOGY (SOC) AND ANTHROPOLOGY (ANTH)

Associate Professor Ghidina (Chair); Professors Frank, Kelley, Peterson, Wood; Associate Professor Hewitt; Assistant Professors Erdur, Mendez, Underhill

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, 464; 20 additional hours in Sociology or Anthropology, at least 8 of which must be in Sociology. Twelve of the 20 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—Major competency is demonstrated in SOC 464. The course must be completed with a grade of C or higher.

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, 464; 20 additional hours in Sociology or Anthropology, at least 8 of which must be in Sociology. Twelve of the 20 hours must be at the 300-400 level.
- II. Required courses for licensure—23 hours: ECON 101; HIST 101, 102, 151, 152, 312; 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—Major competency is demonstrated in SOC 464. The course must be completed with a grade of C or higher.

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 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

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, 464; 20 additional hours in Anthropology or Sociology, at least 8 of which must be in Anthropology. Twelve of the 20 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—Major competency is demonstrated in ANTH 464. The course must be completed with a grade of C or higher.

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, 464; 20 additional hours in Anthropology or Sociology, at least 8 of which must be in Anthropology. Twelve of the 20 hours must be at the 300-400 level.
- II. Required courses for licensure—23 hours: ECON 101; HIST 101, 102, 151, 152, 312; 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—Major competency is demonstrated in ANTH 464. The course must be completed with a grade of C or higher.

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 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

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.

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. ANTH 305 and SOC 305 may be repeated for a combined total of 4 hours of credit. Prerequisite: Twelve hours of sociology and/or anthropology. Grading is S/U. See department chair.

322 World Archaeology and Culture (ARTH 322) (4)

This interdisciplinary course surveys the archeology of major world cultures from the Paleolithic to the early historic periods. The geographic areas of focus will include the Near East (Anatolia, Mesopotamia, Egypt, and the Indus Valley), Mesoamerica East Asia, Africa and South America. Topics will include the role of environmental history; the origins of agriculture, the development of urbanism and state level societies, the production and context of material culture, religion and ritual; local economic systems and modern stewardship of cultural heritage. 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. Even years 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 Fall.
- 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. See department chair.
- 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. See department chair.
- 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. See department chair.

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. See department chair.

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. Every year.

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. See department chair.

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.

- 464 Senior Seminar in Anthropology (4)**
Students 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. Prerequisite: ANTH 336 or SOC 338 or permission of instructor. Fall.
- 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 Liberal Arts First-Year Seminar (LA 178) (3-4)**
Course offered to fulfill Liberal Arts Core requirement. See Liberal Arts section of catalog for course description. 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. See department chair.
- 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. See department chair.
- 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. See department chair.

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.

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. See department chair.

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. ANTH 305 and SOC 305 may be repeated for a combined total of 4 hours of credit. 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. Every year.

320 Sociology of Race (4)

Critically examines the social construction of race and the ways in which dominance and subordination are linked to this process. This course surveys what race is, how conceptions of race have changed over time, and how racism can be understood. Through course readings and discussions, students develop a historically grounded understanding of how race structures social life in the United States. Students learn about the relationship between race and social inequality, and where possible, also investigate individual and collective acts of racial resistance. Every year.

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 and Spring.

- 352 Social Movements and Democracy (4)**
Examines the emergence, development, and outcomes of historic and contemporary social movements, from local to global. Uses social movement theory to investigate the role of grievances, resources, political and cultural context, tactical choices, framing, and collective identity in facilitating and constraining the mobilization of disenfranchised groups. Students learn to articulate and apply key concepts in the sociology of protest toward a critical understanding of social change. No credit given to students who have credit for SOC 240. Every year.
- 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. See department chair.
- 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.
- 368 Sociology of Gender (4)**
Provides an overview 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, gender stratification, matrices of oppression and institutional processes. Every year.
- 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. Every year.
- 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. Every year.

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. See department chair.

464 Senior Seminar in Sociology (4)

Students 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. Prerequisite: ANTH 336 or SOC 338 or permission of instructor. Fall.

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. See department chair.

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 Liberal Arts First-Year Seminar (LA 178) (3-4)

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

SPANISH (SPAN)

[See Languages and Literatures](#)

STATISTICS (STAT)

[See Mathematics and Statistics](#)

STUDY ABROAD (SABR)

UNC Asheville offers a variety of exchange opportunities with universities in Australia, England, France, Hong Kong, Japan, South Korea and Spain. We are also a member of 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, Ghana, Germany, Greece, Ireland, Italy and Spain. 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 Languages and Literatures (if non-English 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)

Associate Professor Hewitt (Director)

Participating Faculty: Bares, Rundquist (Art and Art History); Mills (Classics); Kloeppel (Drama); Lanou (Health and Wellness); Hardy, Judson, Rizzo (History); Campbell (Humanities); Ettari, Horvitz, Jansen, Locklear, Min, Wray (English); Manns (Management); Slatton (Mass Communication); Burchard, Maitra (Philosophy); Himelein, Laughon (Psychology); Zubko (Religious Studies); Ghidina, Hewitt, Kelley, 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 competency is demonstrated in WGSS 400. The course must be completed 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 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	325	Topics in Ancient Life and Culture: Women in Antiquity (4)
CLAS	325	Topics in Ancient Life and Culture: Ancient Sexuality (4)
DAN	306	Choreographing Gender and Identity (3)
HIST	301	Women in US History: 1890s to the Present (4)
HIST	306	Southern Women's History (4)
HIST	307	Women in the Modern Civil Rights Movement (4)
HIST	357	Gender and Imperialism (4)
HIST	358	European Feminisms (4)
HIST	383	Women in China (4)
LIT	346	Readings in Gender and Sexuality (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)
PHIL	323	Philosophy of Third World Feminism (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)
ASIA	364	Gender and Development in South Asia (4)
ECON	330	Women, Men and Work (3)
HWP	253	Health and Sexuality (3)
HWP	254	Women's Health (3)
INTS	364	Gender and Development in South Asia (4)
POLS	348	Women and Politics (4)
PSYC	334	Psychology of Women (4)
PSYC	367	Human Sexuality (4)
SOC	368	Sociology of Gender (4)
SOC	390	Queer Sociology (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 Liberal Arts First-Year Seminar (LA 178) (3-4)

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

WORLD LANGUAGES (WLNG)

The WLNG prefix is used to designate courses in world languages not offered through other campus departments or programs.

Courses in World Languages (WLNG)**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 Modern Languages and Literatures.

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.

THE UNIVERSITY OF NORTH CAROLINA

HISTORY OF THE UNIVERSITY

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. Chartered by the North Carolina General Assembly in 1789, the University of North Carolina was the first public university in the United States to open its doors and the only one to graduate students in the eighteenth 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.

Additional institutions of higher education, diverse in origin and purpose, began to win sponsorship from the General Assembly beginning as early as 1877. Five were historically black institutions, and another was founded to educate American Indians. Some began as high schools. 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 at 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 legislation was 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; in July 2007 NCSSM by legislative action 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 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.

In addition to its teaching role, the University of North Carolina has a long-standing commitment to public service. The UNC Center for Public Television, the UNC Health Care System, the cooperative extension and research services, nine area health education centers, and myriad other University programs and facilities reap social and economic benefits for the state and its people

THE UNIVERSITY OF NORTH CAROLINA SYSTEM ADMINISTRATION

[Margaret Spellings](#)President of the University

[Senior Leadership](#)

[Board of Governors](#)

UNC ASHEVILLE BOARD OF TRUSTEES

Kennon Briggs (Chair)..... Leland
 Rick Lutovsky (Vice Chair)..... Asheville
 Wilma Sherrill (Secretary)..... Asheville
 Karen Keil Brown, '81..... Asheville
 J.W. Davis..... Asheville
 Michael Davis (Student Government Association President)..... Asheville
 Robert Long, Jr. Asheville
 Jim Peterson Asheville
 N. King Prather Cary
 Robby Russell Asheville
 Cissie Stevens Asheville
 Oscar Wong Asheville

UNC ASHEVILLE SENIOR ADMINISTRATION

Nancy J. Cable *Chancellor*
B.A., Marietta College; M.Ed., University of Vermont; Ph.D., University of Virginia

Sarah Broberg *Special Assistant to the Chancellor for Communication and Marketing*
Regional IT Institute, Cairo, Egypt

Janet R. Cone *Senior Administrator for University Enterprises and Director of Athletics*
B.A., Furman University; I.M.A., University of South Carolina

Shannon Earle *Chief of Staff*
B.S., Tennessee Wesleyan College; M.L.A.S., University of North Carolina at Asheville

William K. Haggard *Vice Chancellor for Student Affairs*
B.M.E., Florida State University; M.A., University of South Florida; Ed.D., Florida State University

Herman L. Holt Jr. *Dean of Natural Sciences*
B.S., Kenyon College; M.S., Furman University; Ph.D., University of Cincinnati

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

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

Karin Elizabeth Peterson *Acting Provost and Vice Chancellor for Academic Affairs*
B.A., Randolph-Macon Woman’s College; Diplôme d’études approfondies, Ecole des Hautes Etudes en Sciences Sociales, (Paris, France); Ph.D., University of Virginia

John G. Pierce *Vice Chancellor for Administration and Finance*
B.S., Wake Forest University

Wiebke Strehl *Dean of Humanities*
B.A., Padagogische Hochschule Flensburg; M.A., Ph.D., Pennsylvania State University

Darin J. Waters *Executive Director for Community Engagement*
B.S., Liberty University; M.A., North Carolina State University; Ph.D., University of North Carolina at Chapel Hill

Clifton Williams *General Counsel*
B.S., Appalachian State University; J.D., North Carolina Central University

Carla S. Willis *Vice Chancellor for University Advancement*
B.A., University of Toledo

Additional administration staff listings are available on the [Administration website](#).

2018-2019 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
- Mireille J. Aleman** (2018) *Lecturer in Chemistry*
B.A., Ph.D., Florida Atlantic University
- Robert B. Anderson** (2018) *Lecturer in Art and Art History*
B.F.A., Xavier University; M.F.A., University of Cincinnati
- C. Patrick Bahls** (2005) *Professor of Mathematics*
B.S., University of Denver; M.S., Ph.D., Vanderbilt University
- Ellen R. Bailey** (2005) *Senior Lecturer in French and Spanish*
B.S., Wake Forest University; M.A., University of Delaware
- Celia Weiss Bambara** (2015) *Assistant Professor of Africana Studies*
B.A., Occidental College; M.A., University of California Los Angeles; Ph.D., University of California Riverside
- Eva Hericks Bares** (2011) *Lecturer in Art History*
B.A., Otto-Friedrich Universität; M.A., University of Miami; M.A., State University of New York at Stony Brook
- William K. Bares** (2011) *Associate Professor of Music*
B.A., Amherst College; M.M., University of Miami; Ph.D., Harvard University
- Mildred K. Barya** (2016) *Assistant Professor of English*
B.A., Makerere University; M.F.A., Syracuse University; Ph.D., University of Denver
- Ameena Batada** (2011) *Associate 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) *Senior Lecturer in Physics*
B.A., Williams College; M.S., University of North Carolina at Chapel Hill
- 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
- Darren Bernal** (2018) *Assistant Professor of Psychology*
B.S., Strayer University; M.A., Catholic University of America; Ph.D., University of Miami
- 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
- Kelly D. Biers** (2017) *Assistant Professor of French*
B.A., Minnesota State University at Mankato; M.A., Ph.D., Indiana University at Bloomington
- Agya Boakye-Boaten** (2010) *Associate Professor of Africana Studies*
B.A., University of Ghana-Legon; M.A., Ph.D., Ohio University
- Kenneth D. Bogert** (2016) *Assistant Professor of Computer Science*
B.S., University of North Carolina at Asheville; Ph.D., University of Georgia
- 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

- 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).....*Assistant Professor of English*
B.A., Indiana University; M.A., Ph.D., University of Cincinnati
- Victoria Bradbury** (2016).....*Assistant Professor of New Media*
B.F.A., Maryland Institute College of Art; M.F.A., Alfred University; Ph.D., University of Sunderland
- Jarvis Dean Brock** (1990).....*Professor of Computer Science*
B.A., Duke University; M.S., Ph.D., Massachusetts Institute of Technology
- John W. Brock** (2016).....*Associate Professor of Chemistry*
B.S., Kentucky Wesleyan College; Ph.D., Emory University
- Phillip Brogdon** (2018)..... *Lecturer in Chemistry*
B.S., Georgia Southern University; Ph.D., University of Mississippi
- 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
- 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).....*Associate Professor of Classics*
B.A., Miami University of Ohio; Ph.D., Duke University
- Brian Edgar Butler** (2000) *Professor of Philosophy*
B.F.A., Otis College of Art and Design; M.F.A., M.A., Ph.D., Claremont University; J.D., University of Chicago
- 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) *Instructor 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 History*
B.F.A., University of Michigan; M.A., San Francisco State University; M.A., Ph.D., University of California, Santa Barbara
- Roger Wiley Cash** (2016) *Writer-in-Residence*
B.A., University of North Carolina Asheville; M.A., University of North Carolina at Greensboro; Ph.D., University of Louisiana at Lafayette
- Maria Cebria** (2015)..... *Lecturer in Spanish*
M.A., University of Georgia; M.A., University of Florida
- Cynthia Anne Chadwick** (2000)..... *Senior Lecturer in English*
B.A., Norwich University; M.A., M.F.A., Goddard College
- Rodney Reid Chapman** (2004)..... *Senior Lecturer in Education*
B.A., M.Ed., University of North Carolina at Greensboro
- Richard Steven Chess** (1989) *Professor of English*
..... *Roy Carroll Distinguished Professorship in Arts and Sciences Honors*
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).....*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)..... *Associate 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
- Evan Couzo** (2015).....*Assistant Professor of Education*
B.A., Williams College; M.A., University of Mississippi; M.S., Ph.D., University of North Carolina at Chapel Hill
- Keith Cox** (2015)..... *Assistant Professor of Psychology*
B.A., B.S., University of Georgia; M.A., University of Virginia; M.S., Ph.D., Northwestern University
- Regine Criser** (2013)..... *Assistant Professor of German*
M.A., University of Kansas; Ph.D., University of Illinois at Urbana–Champaign
- John R. Crutchfield** (2018)..... *Lecturer in German*
B.A., University of North Carolina at Chapel Hill; M.A., M.F.A., Ph. D., Cornell University
- Duane H. Davis** (1998).....*Professor of Philosophy*
B.A., Purdue University; M.A., Ph.D., Pennsylvania State University
- David Davtyan** (2017).....*Assistant Professor of Marketing*
B.S., Moscow Institute of Engineering and Physics; M.B.A., American University of Armenia; Ph.D., The University of Texas at Austin
- Donald Lee Diefenbach** (1995)..... *Professor of Mass Communication*
B.A., Pennsylvania State University; M.S., Ph.D., Syracuse University
- Sonya R. DiPalma** (2009)..... *Associate Professor of Mass Communication*
B.A., Fairmont State College; M.S., West Virginia University; Ph.D., Pennsylvania State University
- Suzanne N. Dittenber** (2017).....*Assistant Professor of Art and Art History*
B.F.A., Columbus College of Art and Design; M.F.A., University of New Hampshire
- Brian J. Drawert** (2017).....*Assistant Professor of Computer Science*
B.S., Illinois Institute of Technology; M.S., DePaul University; Ph.D., University of California at Santa Barbara
- Alvis Dunn** (2013).....*Assistant Professor of History*
B.A., M.A., University of North Carolina at Chapel Hill; M.A., Appalachian State University; Ph.D., University of North Carolina at Chapel Hill
- 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
- Dolores Marie Eggers** (1999).....*Associate Professor of Environmental Studies*
B.S., Western Washington University; M.S.P.H., Ph.D., University of North Carolina at Chapel Hill
- Opuz Erdur** (2010).....*Assistant Professor of Anthropology*
B.A., M.S., Bogazici University; Ph.D., Columbia University
- Gary R. Ettari** (2004)..... *Associate Professor of English*
B.A., Brigham Young University; M.F.A., Ph.D., University of Washington
- Brian M. Felix** (2011).....*Associate Professor of Music*
B.A., Rutgers University; M.M., DePaul University; D.M.A., University of Illinois at Urbana/Champaign
- Patrick S. Foo** (2004)..... *Associate Professor of Psychology*
B.A., University of California, Berkeley; M.S., University of Colorado, Boulder; Ph.D., Florida Atlantic University
- Timothy Gordon Forrest** (1996)..... *Professor of Biology*
B.S., Florida Southern College; M.S., Ph.D., University of Florida
- Volker Karl Frank** (1996)..... *Professor of Sociology*
B.A., University of Tübingen; M.A., University of Florida; Ph.D., University of Notre Dame

- Melodie G. Galloway** (2006)..... *Professor of Music*
B.M., Appalachian State University; M.M., Florida State University, D.M.A., University of
North Carolina at Greensboro
- John Eric Gant** (2000)..... *Assistant Professor of Spanish*
B.A., M.A., Ph.D., University of North Carolina at Chapel Hill
- Kathleen C. Garbe** (2005)..... *Associate Professor of Health and Wellness*
B.S., University of Wisconsin; M.S., Illinois State University; Ph.D., Texas Women’s University
- Ellen S. Garrison** (2010)..... *Lecturer in Health and Wellness*
B.S., East Carolina University; M.Ed., The University of Toledo
- Marcia Jo Ghidina** (1992)..... *Associate Professor of Sociology*
B.A., Drake University; M.A., Ph.D., University of New Hampshire
- Mark P. Gibney** (1998)..... *Professor of Political Science*
..... *Belk Distinguished Professor in the Humanities*
B.A., Boston College; J.D., Villanova University; Ph.D., University of Michigan
- David P. Gillette** (2008)..... *Associate Professor of Environmental Studies*
B.S., Bates College; M.S., Emporia State University; Ph.D., University of Oklahoma
- Oliver T. Gloag** (2012)..... *Assistant Professor of French*
B.A., Columbia University; J.D., Tulane University; M.A., Ph.D., Duke University
- Christopher M. Godfrey** (2007)..... *Professor of Atmospheric Sciences*
B.S., Cornell University; M.S., Ph.D., University of Oklahoma
- Michael E. Gouge** (2001)..... *Senior Lecturer in Mass Communication*
B.A., University of North Carolina at Asheville; M.A., University of Alabama
- Brian C. Graves** (2012)..... *Lecturer in English*
B.A., Mars Hill College; M.A., University of Texas at Austin; M. Div., Wake Forest University
Divinity School; M.A., Western Carolina University
- Evan Gurney** (2013)..... *Assistant Professor in English*
B.A., M.A., Ph.D., University of North Carolina at Chapel Hill
- Renuka Gusain** (2017)..... *Lecturer in Humanities*
Ph.D., Wayne State University
- Rebecca E. Hale** (2009)..... *Associate Professor of Biology*
B.A., Oberlin College; M.S., University of Florida; Ph.D., University of Florida
- Lei Han** (2003)..... *Professor of New Media*
B.A., Shenzhen University, China; M.F.A., Memphis College of Art
- Alan Mark Hantz** (1984)..... *Professor of Mass Communication*
B.A., Clarion University of Pennsylvania; M.A., Illinois State University; Ph.D., Southern
Illinois University
- Grant Ricardo Hardy** (1994)..... *Professor of History and Religious Studies*
B.A., Brigham Young University; Ph.D., Yale University
- Marcus Harvey** (2013)..... *Assistant Professor of Religious Studies*
B.A., Morehouse College; M.Div., Th.M., Ph.D., Emory University
- Mark Lee Harvey** (1996)..... *Professor of Psychology*
B.A., University of Iowa; M.S., Ph.D., Colorado State University
- Peter Haschke** (2013)..... *Assistant Professor of Political Science*
B.A., University of North Carolina at Asheville; M.A., Ph.D., University of Rochester
- Tommy Hays** (2006)..... *Lecturer in Master of Liberal Arts and Sciences Program*
B.A., Furman University; M.F.A., Warren Wilson College
- George Lance Heard** (1999)..... *Professor of Chemistry*
B.S., Melbourne University; Ph.D., University of Tasmania
- Rebecca R. Helm** (2017)..... *Assistant Professor of Biology*
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- Christopher C. Hennon** (2005)..... *Professor of Atmospheric Sciences*
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- Patrick T. Hester** (2017)..... *Associate Professor of Management*
B.S., Webb Institute of Naval Architecture; Ph.D., Vanderbilt University
- Lyndi Hewitt** (2012)..... *Associate Professor of Sociology*
B.A., M.A., Ph.D., Vanderbilt University
- Melissa Jayne Himelein** (1992)..... *Professor of Psychology*
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- Lora Louise Holland** (2002) *Associate Professor of Classics*
B.A., University of Texas at Austin; M.A., University of Michigan; Ph.D., University of North Carolina at Chapel Hill
- Bert E. Holmes** (1998) *Professor of Chemistry*
..... *Carson Distinguished Professor in the Sciences*
B.S., B.A., College of Emporia; Ph.D., Kansas State University
- Herman L. Holt Jr.** (1998) *Professor of Chemistry*
B.S., Kenyon College; M.S., Furman University; Ph.D., University of Cincinnati
- Brian S. Hook** (2001) *Professor of Classics*
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- David Brendan Hopes** (1983) *Professor of English*
B.A., Hiram College; M.A., Ph.D., Syracuse University
- Jonathan L. Horton** (2003) *Professor of Biology*
B.S., University of North Carolina at Chapel Hill ; M.S., Appalachian State University; Ph.D., Northern Arizona University
- Lori Horvitz** (1998) *Professor of English*
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- Huo-Jin Huang** (1984) *Professor of Atmospheric Sciences*
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- Carolyn B. Hughes** (2012) *Lecturer in Accounting*
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- Laura K. Jones** (2015) *Assistant Professor of Health and Wellness*
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- Sonia Kapur** (2014) *Assistant Professor of International Studies*
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- Edward Joseph Katz** (1992) *Professor of English*
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- Angeldeep Kaur** (2013) *Assistant Professor of Interdisciplinary Studies*
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- Heidi Joan Helen Kelley** (1990) *Professor of Anthropology*
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- Jonathan T. King** (2014) *Assistant Professor of Music*
B.A., Amherst College; M.S., University of Montana; M.A., M.Phil., Ph.D., Columbia University
- Wayne Joseph Kirby** (1987) *Professor of Music*
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- Lise Kloeppe** (2008).....*Associate Professor of Drama*
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- Jimin Lee** (2008).....*Associate Professor of Mathematics*
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- William F. Revere** (2016)..... *Assistant Professor of English*
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 Ph.D., Duke University
- Mahmut Reyhanoglu** (2017)..... *Professor of Engineering*
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- Aubrienne Rote** (2013)..... *Associate Professor of Health and Wellness*
B.S., M.A., Ph.D., University of Wisconsin–Milwaukee
- Eric S. Roubinek** (2013) *Assistant Professor of History*
B.A., University of Wisconsin–Madison; Ph.D., University of Minnesota-Twin Cities
- Tiece M. Ruffin** (2010) *Associate Professor of Education*
B.S., M.Ed., Ph.D., Ohio University
- Michael Joseph Ruiz** (1978) *Professor of Physics*
B.S., St. Joseph’s College; M.S., Ph.D., University of Maryland
- Leisa A. Rundquist** (2007)..... *Associate Professor of Art History*
B.F.A., M.A., University of Illinois, Urbana; Ph.D., University of North Carolina
- Nancy M. Bell Ruppert** (2002)..... *Professor of Education*
B.A., Warren Wilson College; M.A. Ed., Western Carolina University; Ed.S., Ed.D., University of Florida
- Jennifer Sanchez-Flack** (2017)..... *Assistant Professor of Health and Wellness*
B.A., DePaul University; M.P.H., University of Michigan
- Juan Sanchez-Martinez** (2016) *Assistant Professor of Spanish*
B.A., M.A., Pontificia Universidad Javeriana; Ph.D., Western University
- Kevin Sanft** (2015)..... *Assistant Professor of Computer Science*
B.A., B.S., Augsburg College; M.S., Ph.D., University of California
- Rebecca Sanft** (2015) *Assistant Professor of Mathematics*
B.S., College of William and Mary; Ph.D., University of Arizona
- Jason M. Schmeltzer** (2005)..... *Senior Lecturer in Chemistry*
B.S., Case Western Reserve University; Ph.D., Purdue University
- Charles Sheaffer** (2013)..... *Lecturer in Computer Science*
B.A., Metropolitan State University; M.S., Ph.D., University of Minnesota
- Jeffrey F. Shields** (2014)..... *Assistant Professor of Accounting*
B.S., Washington State University; M.B.A., Ph.D., University of Pittsburgh
- Mark Alan Sidelnick** (1993)..... *Professor of Education*
B.S., M.Ed., Millersville University of Pennsylvania; M.A., University of Pittsburgh; Ph.D., Purdue University
- Brent H. Skidmore** (2011)..... *Associate Professor in Art*
B.F.A., Murray State University; M.F.A., Indiana University at Bloomington
- Anne E. Slatton** (2004) *Senior Lecturer in Mass Communication*
B.A., Smith College; M.F.A., University of Georgia
- P. Ryan Steed** (2016)..... *Assistant Professor of Chemistry*
B.S., Centre College; Ph.D., University of Wisconsin-Madison
- David Arthur Steele** (1990) *Associate Professor of Mathematics*
B.A., Clearwater Christian College; M.A., Ph.D., University of South Florida
- Micheal T. Stratton** (2010)..... *Professor of Management*
B.A., Western New England College; M.P.A., Ph.D., University of Albany-SUNY
- Wiebke Strehl** (2012)..... *Professor of German*
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- Surain Subramaniam** (2001)..... *Professor of International and Asian Studies*
B.A., Muhlenberg College; M.A., Ph.D., University of South Carolina
- Robert C. Tatum** (2004) *Professor of Economics*
B.S., Centre College; M.A., Indiana University; Ph.D., Indiana University
- Laurel Lynn Taylor** (2010) *Senior Lecturer in Art, Art History and Classics*
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- Laura R. Tinney** (2017) *Lecturer in Mathematics*
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- Carrie Tomberlin** (2015) *Lecturer in Art*
B.A., Eckerd; M.F.A., Clemson University
- Eric Tomberlin** (2010) *Associate Professor of Art*
B.A., Brooks Institute of Photography; M.F.A., University of Texas at Austin
- Samer Traboulsi** (2005) *Professor of History*
B.A., American University of Beirut; M.A., Ph.D., Princeton University
- Gretchen Lee Trautmann** (1999) *Associate Professor of Spanish*
B.A., University of Washington; M.A., Ph.D., University of Georgia
- Richard Turpen** (2016) *Lecturer in Accounting*
B.S., Birmingham-Southern College; M.A., Ph.D., University of Alabama
- Megan Underhill** (2016) *Assistant Professor of Sociology*
B.S., College of Charleston; M.A., Colorado State University; Ph.D., University of Cincinnati
- Scott E. Walters** (1998) *Professor of Drama*
B.A., University of Minnesota; M.S., Illinois State University, Ph.D., City University of New York
- Jennifer Rhode Ward** (2007) *Associate Professor of Biology*
B.A., St. Mary's College of Maryland; Ph.D., College of William & Mary
- Landon A. Ward** (2014) *Lecturer in Environmental Studies*
B.S., Texas A&M University; M.S., College of William and Mary
- Sally A. Wasileski** (2005) *Associate Professor of Chemistry*
B.S., Juniata College; Ph.D., Purdue University
- Darin J. Waters** (2011) *Associate Professor of History*
B.S., Liberty University; M.A., North Carolina State University; Ph.D., University of North Carolina at Chapel Hill
- Lillian Casey Watkins** (2017) *Lecturer in Drama*
B.A., North Carolina State University; M.F.A., Southern Illinois University at Carbondale
- Julia Bordeaux Webster** (2017) *Lecturer in Mathematics*
B.S., Haverford College; M.A.T., Western Carolina University
- Charles T. Weinberg** (2010) *Lecturer in Music*
B.S., Duke University
- Mark Douglas West** (1988) *Professor of Mass Communication*
B.A., University of North Carolina at Asheville; M.A., Ph.D., University of North Carolina at Chapel Hill
- Matthew Thomas West** (2010) *Lecturer in Art*
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- Adam A. Whitley** (2011) *Lecturer in Computer Science*
B.S., Appalachian State University; Ph. D., Clemson University
- Catherine Lorena Whitlock** (1999) *Senior Lecturer in Mathematics*
B.S., Salem College; M.S., North Carolina State University
- Jeffrey D. Wilcox** (2007) *Associate Professor of Environmental Studies*
B.S., Hope College; M.S., Ph.D., University of Wisconsin, Madison
- Scott Williams** (2015) *Assistant Professor of Philosophy*
B.A., San Francisco State University; M.A., Trinity Evangelical Divinity School; M.St., Ph.D., University of Oxford
- Jason R. Wingert** (2008) *Associate Professor of Health and Wellness*
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- Amanda L. Wolfe** (2013) *Associate Professor of Chemistry*
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- Megan M. Wolfe** (1997) *Professor of Art*
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- John Colman Wood** (1999) *Professor of Anthropology*
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- Amanda B. Wray** (2011) *Associate Professor of English*
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- Genevieve Arnold** *Assistant Professor of Education*
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- Gwen McNeill Ashburn** *Professor Emeritus of Literature and Language*
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- Leigh Louis Atkinson Jr.** *Associate Professor Emeritus of Mathematics*
B.A., University of Mississippi; M.A., Ph.D., Dartmouth College
- Leo Allan Bares** *Professor Emeritus of Chemistry*
B.A., Dickinson State College; M.S., Montana State University; Ph.D., Virginia Polytechnic Institute and State University
- John Christian Bernhardt Jr.** *Lecturer in Biology*
B.S., Davidson College; M.A., Duke University
- Patricia Snoyer Black** *Professor Emeritus of Drama*
B.A., Florida State University; M.F.A., Arizona State University
- Robert Neal Bland** *Associate Professor of Library Science*
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- Malcolm Eugene Blowers** *University Librarian Emeritus and Professor of Library Research*
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- Walter R. Boland** *Professor Emeritus of Sociology*
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- Janet W. Bowman** *Clinical Associate Professor of Education*
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- Peter James Caulfield** *Professor Emeritus of Literature and Language*
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- 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
- Bruce Dean Larson**.....*Professor Emeritus of Economics*
B.A., University of Wisconsin; Ph.D., University of North Carolina at Chapel Hill
- Heon Cheol Lee**.....*Associate Professor Emeritus of Sociology*
B.A., Han Nam University, Lynchburg College; M.A., M.Phil., Ph.D., Columbia University
- 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 Emeritus 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 Emeritus in Computer Science*
B.A., University of South Florida; M.S., Florida State University
- Sarah Lasher Mayes**.....*Lecturer Emeritus in Accounting*
B.A., B.S., M.B.A., Western Carolina University
- Patricia Prescott McClellan**.....*Lecturer in Mathematics*
B.A., Randolph-Macon Woman's College; M.A.Ed., 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
- Jeanne Marie McGlenn**.....*Professor Emeritus of Education*
B.A., Clarke College; M.A., Ph.D., University of Kansas
- Claudel Brooks McKenzie**.....*Professor Emeritus of Accounting*
B.S., Mars Hill College; M.B.A., Western Carolina University
- Charles M. McKnight**.....*Associate Professor Emeritus of Music*
B.M., Stetson University; M.M., Yale University; Ph.D., Cornell University
- David Charles Miller**.....*Lecturer in Computer Science*
B.A., Ripon College; M.S., Ph.D., Washington University
- Gary Lee Miller**.....*Professor Emeritus 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
- Merritt Wayne Moseley Jr.**.....*Professor Emeritus of Literature and Language*
B.A., Huntingdon College; M.A., Ph.D., University of North Carolina at Chapel Hill
- Dolly Jenkins Mullen**.....*Associate Professor Emeritus of Political Science and Africana Studies*
B.A., Morgan State University; M.A., Atlanta University; Ph.D., Clark Atlanta University
- Dwight Bernard Mullen**.....*Professor Emeritus of Political Science and Africana Studies*
B.A., Loma Linda University; M.A., Ph.D., Atlanta University
- Gary Bernard Nallan**.....*Associate Professor Emeritus of Psychology*
B.A., New York University; M.A., Ph.D., University of Kentucky

- Linda Lewis Nelms** *Professor Emeritus of Management*
B.A., University of North Carolina at Asheville; M.B.A., University of North Carolina at Chapel Hill
- Pamela Jean Nickless** *Professor Emeritus 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 Petranka** *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
- Cathy Renee Pons** *Professor Emeritus of French*
B.A., University of North Carolina at Greensboro; M.A., Ph.D., Indiana 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
- Alan Keith Ray** *Associate Professor Emeritus of Health and Wellness*
B.S., Greensboro College; M.A.Ed., Western Carolina University; Ed.D., University of North Carolina at Chapel Hill
- 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
- Barbara Christian Reynolds** *Professor Emeritus of Environmental Studies*
B.A., Earlham College; M.S., Ph.D., University of Georgia
- Lorena Love Russell** *Professor Emeritus of English*
B.A., M.L.A., University of North Carolina at Asheville; M.A., Ph.D., University of North Carolina at Chapel Hill
- William Alan Sabo** *Professor Emeritus of Political Science*
B.A., Purdue University; M.A., Ph.D., University of North Carolina at Chapel Hill
- Pedro A. Sandin** *Lecturer in Spanish*
B.A., University of Puerto Rico; M.A., Georgetown University; M.A., Evangelical Seminary; Ph.D., Emory University
- William Mark Spellman** *Professor Emeritus of History*
B.S., Suffolk University; Ph.D., Syracuse University
- Henry Raymond Stern** *Professor Emeritus of German*
A.B., St. Peter's College; M.A., Ph.D., Northwestern University
- John Gehret Stevens** *Professor Emeritus 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
- Dorothy Randall Sulock** *Lecturer Emeritus in Mathematics*
B.S., Glassboro State College; M.A., University of Virginia
- Joseph Michael Sulock Jr.** *Professor Emeritus of Economics*
B.S., St. Joseph's College; Ph.D., University of Virginia
- 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
- Robert D. Tynes** *Professor Emeritus of Art*
 B.A., Rhodes College; M.F.A., East Carolina University
- Ted J. Uldricks***Professor Emeritus of History*
 A.B., University of California at Berkeley; M.A., Ph.D., Indiana University
- Ann Lenore Weber** *Professor Emeritus of Psychology*
 B.A., Catholic University of America; M.A., Ph.D., Johns Hopkins University
- Alice Adelaide Weldon***Professor Emeritus of Spanish*
 B.A., Duke University; M.A., Ph.D., University of Maryland
- Arnold K. Wengrow** *Professor Emeritus of Drama*
 A.B., University of North Carolina at Chapel Hill ; M.A., Tufts University
- Katherine Meiburg Whatley***Professor of Physics*
 B.S., Wake Forest University; M.A., Ph.D., Duke University
- Anita White-Carter**.....*Associate Professor of Library Science and 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
- 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
- Robert Dewitt Yearout***Professor Emeritus of Management*
 B.S., Virginia Military Institute; M.S., University of Southern California; M.S., Ph.D., Kansas State University

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	Claudell B. McKenzie	Accountancy
1992	Randy A. Booker	Physics
1993	William M. Spellman	History
1994	Robert F. Yeager	Literature and Language
1995	Michael J. Ruiz	Physics
1996	Daniel W. Millsbaugh	Art
1997	Michael D. Stuart	Biology
1998	Ann Lenore Weber	Psychology
1999	Tracy L. Brown	Psychology
2000	Robert D. Yearout	Management
2001	Debra Van Engelen	Chemistry
2002	Dwight B. Mullen	Political Science
2003	Kevin Moorhead	Environmental Studies
2004	Edward J. Katz	Literature and Language
2005	Virginia Derryberry	Art
2006	Bert E. 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
2015	C. Patrick Bahls	Mathematics
2016	Lorena Love Russell	Literature and Language
2017	Patrick S. Foo	Psychology
2018	Nancy Ruppert	Education

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. Millsbaugh	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
2015	Leah Greden Mathews	Economics
2016	Sally A. Wasileski	Chemistry
2017	Heidi J.H. Kelley	Anthropology
2018	Bert E. Holmes	Chemistry

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 and Sexual Misconduct

Sexual harassment is illegal, and sexual misconduct violates university policy and may be subject to North Carolina General Statutes. Such behavior is against university policy and will lead to disciplinary action by the university and potentially criminal action. If you have experienced or witnessed what you believe to be sexual harassment or sexual misconduct, or if you have questions, you should contact your advisor, a staff member in Student Health and Counseling Services, the Title IX Office, University Police, 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.

[STUDENT CODE OF COMMUNITY STANDARDS AND CITIZENSHIP](#)

The Student Code of Community Standards is part of the Student Handbook and may be found at <https://studenthandbook.unca.edu/student-code-community-standards>.

[STUDENT APPEALS, COMPLAINTS, GRIEVANCES AND ACADEMIC MISCONDUCT](#)

STUDENT APPEALS AND COMPLAINTS

The University of North Carolina at Asheville has established accessible policies and procedures for the filing and review of student appeals and complaints.

Student Appeals

A student appeal is a request for faculty and/or administrators to review and overturn a prior decision. Decisions subject to student appeal are listed below.

- [Admissions Decisions](#)
- [Resident Status for Tuition Purposes](#)
- [Financial Aid Cancellation](#)
- [Grades](#)
- [Academic Suspension or Dismissal](#)
- [Student Conduct Decision](#)
- [Other Appeals](#)

Student Complaints

A student complaint, or grievance, is an objection to an alleged violation of law, applicable University policies or procedures, and/or deprivation of applicable due process for which the University is or may be responsible, or has a responsibility to address or resolve. Decisions subject to student complaint are listed below.

- [Accessibility or Disability Accommodations](#)
- [Bias Incident](#)
- [Sexual Harassment or Sexual Misconduct](#)
- [Other Complaints](#)

Contacting a Student Ombudsperson

Students who have questions, concerns, or complaints that are not adequately addressed by the University's established channels for filing student appeals or complaints as listed above are encouraged to contact one of two student ombudspersons:

For academic appeals or complaints:

Deaver Traywick
Interim Senior Director of Student Success
University of North Carolina at Asheville
010 Ramsey Library, CPO 1555
1 University Heights
Asheville, NC 28804
Phone: 828-251-6001
Email: traywick@unca.edu

For non-academic appeals or complaints:

Jackie McHargue
 Dean of Students
 University of North Carolina at Asheville
 270 Governors Hall, CPO 9000
 1 University Heights
 Asheville, NC 28804
 Phone: 828-250-2370
 Email: jmchargu@unca.edu

Filing a Complaint Against the University

Students have three additional options if they have a complaint that has not been adequately addressed or resolved after exhausting the University's complaint resolution procedures:

1. Students can file a complaint with the UNC Office of General Administration. This involves reviewing the [Student Complaint Policy \(PDF\)](#), printing out and completing the [Student Complaint Form \(PDF\)](#), and submitting the form to:

North Carolina Post-Secondary Education Complaints
 University of North Carolina General Administration
 910 Raleigh Road
 Chapel Hill, NC 27515-2688
 Phone: (919) 962-4558
 Email: studentcomplaint@northcarolina.edu

2. In many cases students who reside legally outside of North Carolina while attending UNC Asheville can file a complaint in the state where they are residing. A list of [contacts](#) at state higher education authorization agencies is compiled and updated by the State Higher Education Executive Officers Association.
3. Students can also contact UNC Asheville's regional accrediting agency, The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Students are advised to consult its [Complaints Policy Statement](#) for information on qualifying conditions and procedures for filing an accreditation-related complaint.

STUDENT GRIEVANCE PROCEDURE (SD 2981)

A student grievance procedure exists to serve all enrolled students at UNCA in the event that they judge they have been improperly or unfairly treated in academic matters. It should be noted that written notice of the grievance must be filed with the Faculty Conciliator within ten class days of the incident or of the time a student could reasonably be expected to know of the incident.

1. **Purpose.** The purpose of the student grievance procedure is to provide each student enrolled at UNCA with a standardized, formal process for seeking a resolution when, in his judgment, he has been treated unfairly or improperly in an academic matter by a faculty member of this University.
2. **Definitions.** Unfair or improper treatment of a student by a faculty member is defined to be:
 - a) the instructor's failure to abide by stated university policies, or failure to abide by written or stated course policies in such a way as to adversely affect the student's academic standing;
 - b) abusive or improper conduct on the part of the instructor that clearly has an adverse effect on the student's academic standing; and
 - c) the instructor's prejudiced or capricious grading practices.

3. Grievance Procedure.

Step 1. If a student believes that he or she has been treated unfairly or improperly by a faculty member, a conference must be scheduled with the instructor to discuss the matter. The student must explain his or her position to the instructor and attempt to understand the justification for the instructor's actions. The purpose of this meeting is to attempt to reach a mutual understanding of the student's situation and the instructor's actions and to resolve all differences in an informal, cooperative manner.

Step 2. If, because of the circumstances of the grievance, it is impractical to consult promptly with the instructor, or if the student is unsatisfied with the results of Step 1, the student must seek the assistance of the Faculty Conciliator within ten class days after the incident, or after the time the student could reasonably be expected to know of the incident. The Conciliator's role is to guide the student through the remaining steps.

Step 3. Within five class days after the initial meeting with the student, the Conciliator must then meet with the instructor and the instructor's chairperson in order to seek an amicable solution. If, when the Conciliator reports to the student the substance of the meeting, the student is still dissatisfied, he may then wish to proceed to Step 4 and file a formal grievance.

Step 4. To file a grievance, the student must obtain a grievance petition from the Conciliator. The petition must specify the date of the incident and detail the student's grievance against the instructor. The student must then file the petition with the Conciliator. This filing must occur within 20 class days of the incident or of the time a student could reasonably be expected to know of the incident. In cases of doubt concerning the application of the time limit, the Conciliator will decide. Failure to meet this deadline forfeits the right of appeal. The Conciliator must then immediately forward a copy of the petition to the instructor, to the instructor's department Chair, and the Chair of the AAB.

Step 5. The Chair of the AAB shall convene a meeting of the Board no sooner than five class days nor longer than ten class days after receipt of the Grievance Petition. In a closed hearing, the student shall present his grievance, along with relevant supporting evidence and pertinent arguments. He may only address issues that are described in the Grievance Petition. The instructor shall be given an opportunity to respond to the charges. The votes of two faculty members and two student members that are in concurrence with the student's position shall be required in order for the grievance to be found valid.

Step 6. If a grievance is unfounded the AAB shall provide written notification of that fact to the student, the faculty member, and the departmental Chair. If a grievance is deemed valid, the Board shall forward a written account of its deliberations, including its recommendations for redress, to the student, the faculty member, the department Chair, and the VCAA. The Chair of the AAB, after consultation with the VCAA, shall convene a meeting of himself, the VCAA, the Conciliator, and the faculty member to discuss the matter and suggest strategies for resolving the grievance.

Faculty Conciliator and Alternate 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 Senior Director of Student Success with a copy sent to the student. The Director 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 Director 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 Senior Director of Student Success. 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 Director 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 proven 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, EHRA 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 SHRA 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 SHRA employees who want to maintain their appeal rights to the State Personnel Commission.

SHRA 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 SHRA 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 SHRA, EHRA Non-Faculty or EHRA faculty.)

Applicants for positions governed by Chapter 126 of the N.C. General Statutes (i.e. positions Subject to the State Personnel Act [SHRA]) 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 EHRA faculty and non-faculty, SHRA 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 covered by 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 made in accordance with applicable state and federal legislation. In each instance, UNCA faculty and staff adhere to applicable laws regarding individuals with disabilities and make reasonable accommodations 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.

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