

THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE
FACULTY SENATE

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Statement of Faculty Senate Action:

APC Document 89

Replace the Integrative Liberal Studies Program with
the Liberal Arts Core

Effective Date: Fall 2014

1. **Delete:** On pages 51-58, the section on the **Integrative Liberal Studies Program:**

INTEGRATIVE LIBERAL STUDIES PROGRAM

Integrative Liberal Studies Program	48 semester hours
Liberal Studies Introductory Colloquium	3 semester hours
Liberal Studies Senior Colloquium	4 semester hours
ILS Core Cluster in Humanities HUM 124, 214, and 324	12 semester hours
ILS Topical Cluster	
ILS-Natural Science Course (ILSN)	3 semester hours
ILS-Social Science Course (ILSS)	3 semester hours
Elective	May be fulfilled by taking an ILS Arts course, course in the major, or an elective within the cluster
ILS Arts Course (ILSA)	3 semester hours
Learning Foundations	
Foundations of Academic Writing	4 semester hours
Foreign Language	0-8 semester hours
Health and Wellness	2 semester hours
Laboratory Natural Science	4 semester hours
Mathematics	4 semester hours
Intensive Courses	
Writing Intensives	**
Diversity Intensive	**
Information Literacy Intensives	**
Quantitative Intensive	**

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

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

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

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

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

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

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

SPECIFIC REQUIREMENTS

Liberal Studies Colloquia

The ILS Program has two colloquium courses: a 3-hour introductory colloquium and a 4-hour senior capstone colloquium. The Liberal Studies Introductory Colloquium (LS 179 or 379) is taken at the beginning of a student's education at UNC Asheville, and the Liberal Studies Senior Colloquium (LS 479) is taken at the end. Liberal Studies colloquium courses will ordinarily carry the prefixes of the departments out of which they are taught, but may not be used to fulfill major or minor requirements. Courses taken at other institutions cannot be used to satisfy these requirements.

Liberal Studies Introductory Colloquium (3 semester hours)

The Liberal Studies Introductory Colloquia, LS 179 and LS 379, introduce students to education in a liberal arts environment. The courses use a topical focus to assist students in making the transition to UNC Asheville. LS 179, a Writing Intensive course, is a required course designed for all incoming freshmen and first-year students with less than 25 hours of college credit. LS 379 is an optional course designed for transfer students. Students who choose to take LS 379 will receive credit for both a Writing Intensive and an Information Literacy Intensive.

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

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

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

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

Liberal Studies Senior Colloquium (4 semester hours)

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

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

The student project will demonstrate the student's ability to integrate material from his or her entire undergraduate experience, including both the major and the ILS Program. It should demonstrate that students are able to accomplish integrative, self-directed, active learning, and to communicate their ideas to a generalist audience. Students may use an idea originally encountered in another class, but they must approach the idea from an integrative perspective. Student projects must be approved in advance by the instructor and may include undergraduate research, research done specifically for the colloquium, service learning or an artistic production. The senior colloquium cannot be used to fulfill Intensive requirements.

Students may choose to take HUM 414, The Individual in the Contemporary World, in lieu of LS 479. They may not receive credit for both courses.

ILS Core Cluster in Humanities (12 semester hours)

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

ILS Topical Cluster (9 semester hours)

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

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

ILS Social Science

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

ILS Natural Science

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

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

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

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

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

LEARNING FOUNDATIONS

Foundations of Academic Writing (4 semester hours)

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

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

Foreign Language (0–8 semester hours)

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

Foreign Language Courses

ASIA	101, 102	Elementary Chinese I, II	8 semester hours
CLAS	101, 102	Latin I, II	8 semester hours
CLAS	103, 104	Greek I, II	8 semester hours
CLAS	105, 106	Hebrew I, II	6 semester hours
FREN	110, 120	French I, II	6 semester hours
FREN	130	French for Advanced Beginners	3 semester hours
GERM	110, 120	German I, II	6 semester hours
GERM	130	German for Advanced Beginners	3 semester hours
PORT	110, 120	Portuguese I, II	6 semester hours
SPAN	110, 120	Spanish I, II	6 semester hours
SPAN	130	Spanish for Advanced Beginners	3 semester hours

Courses numbered 110, 120 and 130 in the modern foreign languages will combine intensive conversational study of the language with the study of its associated culture. Courses in Greek, Latin and Hebrew will emphasize reading comprehension of the language in combination with a study of the associated culture.

Health and Wellness (2 semester hours)

Students will be required to complete at least two credit hours chosen from HWP 152, Health and Fitness; HWP 153, Health Promotion and Wellness; HWP 154, Women's Health; HWP 155, Men's Health; or EDUC 319, Teaching of Health and Physical Education in the Elementary School. In these classes, students will be exposed to the role of exercise, nutrition, lifestyle choices, stress management, and substance abuse in the promotion of health and wellness. They will also assess their own lifestyle and health and consider changes that would contribute to improvements in personal health and wellness. Students should complete this requirement before their junior year.

Students cannot receive credit for HWP 152 if taken simultaneously with, or subsequent to, HWP 153 or 154 or 155. Students with credit for HF 120 cannot receive credit for HWP 152.

Laboratory Natural Science (4 semester hours)

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

Mathematics (4 semester hours)

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

INTENSIVES

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

Writing Intensives

Students will be required to take three Writing Intensive courses in addition to the Foundations of Academic Writing (LANG 120) requirement. One of these three courses, LS 179, is taken by incoming freshmen and first-year students with less than 25 hours of college credit. LS 379, the optional introductory colloquium for transfer students, is also designated as Writing Intensive. The other two courses may be taken within the ILS Program, in the major, or among electives.

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

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

Diversity Intensives

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

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

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

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

Information Literacy Intensives

Students will be required to take two Information Literacy Intensive courses. Ordinarily, freshmen will complete their first Information Literacy Intensive course in LANG 120. LS 379, the optional introductory colloquium for transfer students, is also designated as Information Literacy Intensive. Information Literacy Intensive courses may be taken within the ILS Program, in the major, or among electives.

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

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

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

Quantitative Intensives

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

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

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

Add: On page 51, in place of deleted entry:

Liberal Arts Core

In keeping with the mission of the University of North Carolina at Asheville, the Liberal Arts Core captures the development of human capabilities, disciplinary knowledge, the application of knowledge to new settings, and ~~“seriously creative”~~ **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 ~~divergent~~ **diverse** forms of expression, and engage the local and global spheres, they become lifelong learners, ethical thinkers and practitioners of sustainability and invaluable society members whose transformative education enables them to flourish, responding to the world that lies before them and acting as responsible citizens and leaders.

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

Liberal Arts Core Requirements

First-Year Colloquium	3 semester hours
Academic Writing and Critical Inquiry	4 semester hours
Humanities HUM 124, 214, 324	12 semester hours
Laboratory Science	4 semester hours
Scientific Perspectives	3 semester hours
Quantitative Perspectives	4 semester hours
Social Science	3 semester hours
Second Language (proficiency through the 2 nd semester)	0-4 semester hours
Arts and Ideas	3 semester hours
Senior Capstone	4 semester hours
Diversity Intensive	3 semester hours
Information Literacy Competency	Fulfilled within the major
Writing Competency	Fulfilled within the major

Specific Requirements

First-Year Colloquium (3 semester hours)

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

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

Freshmen and first-year students must successfully complete LA 178 within their first two semesters at UNC Asheville. Students who fail to successfully complete the course in their first semester will be limited to 14 or fewer credit hours, which must include LA 178, in their second semester. Students who do not successfully complete LA 178 in their first two semesters of enrollment will not be allowed to continue in a full time status at the University until this requirement has been satisfied. Less than full-time status may impact the student's eligibility for financial aid, housing, veteran's benefits, intercollegiate athletics, and progress toward graduation.

Students may receive credit for only one section of LA 178 or 378. **The First Year Colloquium cannot count for any other LAC or department curriculum requirement.** If a student does not receive a grade of C or better in LA 178 or 378 and wishes to replace that grade, they may do so by completing another LA 178 or 378 course, **of equal credit**, regardless of prefix.

Academic Writing and Critical Inquiry (4 semester hours)

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

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

Humanities (12 semester hours)

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

Laboratory Science (4 semester hours)

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

Scientific Perspectives (3 semester hours)

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

Quantitative Perspectives (4 semester hours)

Quantitative Perspectives courses form a key role in the development of higher order skills and are **interdisciplinary** by nature of content and application-**interdisciplinary**. 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) no change

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 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 campus 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 **fuller-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)

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

Information Literacy Competency

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

Writing Competency

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

Impact: All students will now complete the Liberal Arts Core requirements instead of ILS. After complete implementation of the LAC, the need for faculty resources should drastically decrease.

The Arts, Math, Academic Writing, Laboratory Science, Humanities and Senior Capstone requirements have remained basically the same, and students will still be required to complete a course designated as a Diversity Intensive.

The following outlines the differences between ILS and LAC:

- The Introductory Colloquium for transfer students (LS 379) has been removed as a required course from the curriculum, although LA 378 is being retained as an option for transfer students.
- The Topical Cluster in which students completed a natural science course, a social science course, and a third course developed around a central topic ~~has been eliminated~~ is no longer required. Students will instead complete a Scientific Perspectives course and a Social Science course, but they do not need to be chosen from a specific group of courses. The Deans and Chairs of the Natural and Social Sciences will collaborate to determine the courses that will satisfy the Scientific Perspectives and Social Science requirements, as well as those for the Laboratory Science requirement, based on desired learning outcomes for these components of the LAC.
- Completion of a specific Health and Wellness course has also been removed as a requirement in LAC. Instead, it was determined that HWP courses should be purposely integrated throughout the LAC curriculum to allow for incorporation of health and wellness content.
- Students will no longer be required to complete a Quantitative Intensive course in addition to a Math course.
- Students will no longer be required to complete three Writing Intensive courses and two Information Literacy Intensive courses. The reassignment of Writing and Information Literacy learning outcomes to major departments and programs means they will determine the form of demonstration and the method of evaluation of the Writing and Information Literacy competencies for their students.
- Students must still demonstrate proficiency in a second language through the second semester. Because all North Carolina High school students must now complete two units of a second language in order to receive a diploma, students will be encouraged to demonstrate proficiency by taking a placement exam in that language. Students who opt to study a language not taken in high school may do so; however, any credits beyond the 4 required will be considered free electives.

Courses that satisfy the various components of the new general education curriculum will be posted on the Office of the Registrar website. Having the courses posted on a website rather than listed in the catalog allows for easy and immediate updating when courses are added or removed.

Rationale: These changes are based on a multi-year review of UNC Asheville's general education curriculum. Members of the Curriculum Review Task Force and the Academic Policy Committee collaborated on the development of the Liberal Arts Core Implementation Proposal, [Senate Document 0713F](#) (APC 1). The changes presented above are a result of this proposal.