

THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE
FACULTY SENATE

Senate Document Number 10314S
Date of Senate Approval 5/01/14

Statement of Faculty Senate Action:

APC Document 90 (v3) Delete the section on Liberal Studies, replacing it with Liberal Arts

Effective Date: Fall 2014

1. Delete: On page 192, the entry under **Liberal Studies:**

LIBERAL STUDIES (LS)

Professor Katz (Director)

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

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

179 Liberal Studies Introductory Colloquium (DEPT 179) (3)

A writing-intensive topical seminar for students in their first semester in college or transferring in fewer than 25 semester hours that introduces the study and construction of knowledge in the liberal arts setting. The responsibilities, challenges and rewards of college life, as well as the culture and opportunities specific to life in Asheville and at UNC Asheville will also be emphasized. May not be used to fulfill major or minor requirements. Students may receive credit for only one section of LS 179. No credit given if credit received for LS 379. Fall and Spring.

205 Peer Mentoring (2)

This course is for students serving as first-time Peer Mentors in LS 179 and LS 379 courses. Peer Mentors receive training in active listening, group facilitation, academic success skills, ILS curriculum information, and the proper referral of students to appropriate university personnel and resources. Peer Mentors will learn skills in developing strong positive relationships with students and faculty, providing guidance for academic decision-making, time management and study skills, exploration of academic majors, and adjustment to the university environment. Coordinating extra-curricular social and academic activities will also be discussed. Enrollment limited to students selected as LSIC Peer Mentors. See Peer Mentor Program Coordinator for application information. Fall and Spring.

- 305 Leadership in Peer Mentoring (2)**
Students will work directly with new Peer Mentors enrolled in LS 205 to facilitate understanding of Peer Mentor expectations and approaches to working with LSIC students and faculty. Students will also serve as role models for new Mentors. This course also offers experienced Peer Mentors the opportunity to further develop their skills in building strong positive relationships with freshmen or transfer students, academic decision-making, time management, study skills, major exploration, campus issues, and adjustment difficulties. Enrollment limited to students selected as LSIC Peer Mentors. See Peer Mentor Program Coordinator for application information. May be repeated once for credit. Prerequisite: LS 205. Fall and Spring.
- 379 Liberal Studies Introductory Colloquium for Transfer Students (DEPT 379) (3)**
A writing-intensive and information literacy-intensive topical seminar for students with prior college experience who are in their first semester at UNC Asheville, which introduces the study and construction of knowledge in the liberal arts setting that is UNC Asheville. The culture and opportunities specific to life in Asheville and at UNC Asheville will also be emphasized. May not be used to fulfill major or minor requirements. Prerequisite: 25 or more transferable semester hours (36 quarter hours or more). Students may receive credit for only one section of LS 379. No credit given if credit received for LS 179. Fall and Spring.
- 479 Liberal Studies Senior Colloquium (DEPT 479) (4)**
A topical capstone seminar, ordinarily taken in the final semester, that asks students to address an issue or a group of related issues of current and future importance from an interdisciplinary or multidisciplinary perspective. Students will be expected to integrate the knowledge they have acquired through their major with the wider perspectives provided in their integrative liberal studies. The issue(s) will be explored through reading, lecture, discussion, and through the presentation of a self-directed project. This requirement must be fulfilled in residence. Prerequisites: 90 semester hours, HUM 324, and completion of the ILSA requirement. May not be taken in the major department or be used to fulfill major or minor requirements. No credit given if credit received for HUM 414. Fall and Spring.

Add: On page 192, in place of deleted entry:

LIBERAL ARTS (LA)

~~A liberating education—one that~~ **A Liberal Arts education** emphasizes humane values in thought and action and promotes the free and rigorous pursuit of truth—creates good citizens, individuals who assume responsibility for their thoughts and actions and their impact on the world. Their personal development is inextricably linked to the contributions they make to their communities. To be good citizens, people must be able to think critically and to communicate their ideas. In serving UNC Asheville’s liberal arts mission, the Liberal Arts Core works alongside the majors to help students develop and improve these skills by immersing them in an interdisciplinary community of mutually supportive scholars.

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

Courses in Liberal Arts (LA)

- 178 Liberal Arts First-Year Colloquium (DEPT 178) ~~(3)~~(3-4)**
A topical seminar for all incoming freshmen and first-year students with less than 25 hours of college credit. The course introduces the study and construction of knowledge in the liberal arts setting, and addresses perspectives on knowledge acquisition, skill development, cognitive growth and aesthetic appreciation. The responsibilities, challenges and rewards of college life, as well as the culture and opportunities specific to life in Asheville and at UNC Asheville will also

be emphasized. May not be used to fulfill major or minor requirements. Students may receive credit for only one section of LA 178. Fall and Spring.

378 Liberal Arts Colloquium for Transfer Students (DEPT 378) ~~(3)~~ (3-4)

A topical seminar for students with prior college experience who are in their first semester at UNC Asheville. The course introduces the study and construction of knowledge in the liberal arts setting that is UNC Asheville. The culture and opportunities specific to life in Asheville and at UNC Asheville will also be emphasized. May not be used to fulfill major or minor requirements. Prerequisite: 25 or more transferable semester hours. Students may receive credit for only one section of LA 378. No credit given if credit received for LA 178. See department chair.

478 Senior Capstone (4)

A topical capstone seminar, ordinarily taken in the final year, that asks students to address an issue or a group of related issues of current and future importance from an interdisciplinary or multidisciplinary perspective. Students will be expected to integrate the knowledge they have acquired through their major with the wider perspectives provided in their integrative liberal studies. The issue(s) will be explored through reading, lecture, discussion, and through the presentation of a self-directed project. This requirement must be fulfilled in residence. Prerequisites: HUM 324 and Senior standing. No credit given if credit received for HUM 414. Fall and Spring.

171-4, 271-4, 371-4, 471-4 Special Topics in Liberal Arts

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.

Impact: These changes will have little to no resource impact on departments. The Peer Mentoring courses have not been offered since Fall 2010, and there is no current plan to offer them again.

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](#) (APC1). The changes presented above are a result of this proposal.