

THE UNIVERSITY OF NORTH CAROLINA AT ASHEVILLE

FACULTY SENATE

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APC Document 8: Integrative Liberal Studies Implementation Proposal

I. OVERVIEW

a) The History and Philosophy of the Integrative Liberal Studies (ILS) Program

The design of the ILS Program was the result of a campus-wide, faculty-driven process, taking place over a period of three-and-a-half years, from 1999-2003. The revised curriculum was shaped out of a comprehensive Statement of Institutional Principles for Design, which itself was the product of five specific campus-wide efforts: the Learning Circles on Student Development (Spring 2000); the General Education Review Task Force (GERTF) contribution to the SACS Enhancement Self-Study (1999-2001); the Chancellor's Taskforce Reports on Retention and Diversity (2000); the APC Review of General Education (1999-2001); and the GERTF Listening Project (Fall 2001-Spring 2002). (For more detail on the history of these efforts see the GERTF website at www.unca.edu/genedrev.) The Statement of Institutional Principles arose in response to the issues highlighted in each of the above efforts and articulated the needs and interests that the campus community has identified. The ILS Program was crafted so as to operationalize each of the fourteen Institutional Principles for Design.

This curricular revision contends 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 UNCA'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 UNCA, 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 the 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 our general education tradition, the ILS Program—particularly by incorporating 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.

For students, this approach to general education maximizes choice, while directing their 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 courses in a Topical Cluster students will have experiences that are truly cross- and inter-disciplinary. Students will be exposed broadly to the fundamental concepts, terminology, and practice of disciplines through exploring a Topical Cluster topic. The Core Cluster in the Humanities gives students a historical and intellectual foundation for evaluating truth claims and critiquing knowledge elsewhere in the curriculum.

For faculty, this curricular structure will also maximize choice, while at the same time offering them an opportunity to bring their area of research interest and expertise to a general education audience. Moreover, this approach to general education delivery gives faculty a chance, according to their level of interest and desire, to work collaboratively with colleagues in other disciplines.

The integrative features of this curriculum promote attention to core 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 promotion and wellness. 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.

b) Integration Opportunities

The integrative approach to this liberal studies program affords curricular and resource efficiencies for both students and faculty. 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 both faculty and students to use courses for multiple purposes.

For students, the integrative nature of the program allows them to complete their general education requirements in fewer credit hours than our current curriculum, thus creating space in their schedules for additional absolutely free electives. Students majoring in the Natural Sciences will continue to fulfill the laboratory science requirement through existing correlate requirements, eliminating the need to take a general education lab course in addition to those they already take in their programs. Students in other divisions will be able to take advantage of similar integrative opportunities, such as using electives in the major to fulfill a portion of their Topical Cluster requirements or satisfying a portion of their Intensives through courses in the major. Such efficiencies will increase the likelihood that students will be able to complete their course of study in four years, while also exposing them to a greater range of subject-area options. Moreover, greater choice and freedom in the curriculum is intended to increase student satisfaction in their studies and to enhance retention.

For faculty, the integration opportunities of the ILS curriculum create resource efficiencies for departments, which will be able both to contribute to the general education curriculum at adequate levels and to offer the courses needed by their majors, without placing undue strain on their fiscal and personnel resources. In recent years, it has become more difficult to offer a range of special-topic courses, because of low enrollments and fiscal constraints. This approach to general education makes such course development possible, because topical courses are now aimed at a much larger audience than previously, when they drew largely on student interest within a single department. Faculty are also much more able to collaborate with colleagues who work in allied fields and to bring their own research into the classroom, a pedagogy central to the liberal arts mission at UNCA. With a greater number of departments able to participate in the general education requirements and with the flexibility of the new program, integration opportunities also facilitate efforts to address credit hour inequities across campus among departments contributing to the general education curriculum.

c) Coursework Timeline for Students in the ILS Program

Students will complete the ILS Program over the course of their entire career at UNCA. Typically, students will take the Liberal Studies Introductory Colloquium, LANG 120, and Health and Fitness in their first year. In either the first or second year, most students will take their laboratory science, mathematics, and foreign language. The ILS Topical Cluster, the Core Cluster in the Humanities, and the Arts requirements will generally be started in the freshman year and will, in most cases, be completed by the end of the first semester of the senior year. Liberal Studies Intensives will be taken throughout a student's four years. The Liberal Studies Senior Colloquium will be taken in the fourth year, generally in the final semester, as a capstone experience in the ILS Program.

The most important impacts on transfer students will arise from the most novel features of the ILS Program: the Colloquia, the Topical Cluster, and the Intensives. All transfers will be required to take a Liberal Studies Introductory Colloquium designed expressly for transfer students, which cannot be fulfilled through transfer credit. Furthermore, while students may seek to apply courses taken at other institutions toward the Topical Cluster requirement or toward the fulfillment of Intensives, compared to the current general education program, these ILS requirements are less likely to be able to be fulfilled through transfer credit. If students enter other institutions with the intent of transferring to UNCA, they should be able to plan their curriculum at those institutions with UNCA requirements in mind. The Associate Vice Chancellor for University Programs (AVCUP) will work with those community colleges that provide large numbers of transfer students to UNCA, in order to assist transfer students in satisfying some of their ILS requirements through transfer credit when they enroll at UNCA.

d) Impact and Resources

Any revision to a general education curriculum will have widespread impact across an institution. This revision is aimed at maximizing integration opportunities and efficiencies (see above), while minimizing impact upon personnel, fiscal, space, and support resources. The primary impact of the ILS Program will be distributional, rather than additive, in nature.

One of the larger areas of impact will be in the transition from a two-course writing requirement (LANG 101 and 102) to a one-course composition requirement (LANG 120), a writing-intensive Liberal Studies Introductory Colloquium, and two additional Writing Intensive courses. The elimination of one composition course reduces the number of faculty needed for that component of the curriculum, so resources currently devoted to teaching the other composition course may now go to other courses in ILS. Faculty teaching the Introductory Colloquia will be drawn from departments across campus, including faculty currently teaching pilot colloquia and First Year Experience courses. Our current freshman colloquium pilot program of 15 courses combined with the course-hours freed up by eliminating one composition course will help us both to facilitate the transition to the revised curriculum and to accommodate the displacement of faculty resources from one area of the program to another. The Writing Intensive courses, one of which will be the Introductory Colloquium, will ensure that students will receive writing instruction in more courses than in our present model, including courses in the major for most students.

Another important area of impact will be in the transition from Humanities 414 to the Liberal Studies Senior Colloquium. This impact, however, will be minimized by the fact that Humanities 414 is already being taught by faculty from a wide range of departments, as will be the case for the Senior Colloquium. Most of the impact here will be felt in the development of the new course, particularly in assisting faculty in outlining the new course content and preparing them to engage new pedagogies. It is expected that there will be some continuity of course content in transitioning from Humanities 414 to the LSSC.

The ILS Arts requirement will have a positive impact on the delivery of this area of the curriculum. A wider range of course options will now be available, which will attract the interest and participation of a larger number of faculty trained in relevant subject areas. Moreover, integration opportunities and

efficiencies here will also minimize resource impact, as students may now take electives in the major as part of their Topical Cluster experience.

The ILS Topical Cluster is not expected to introduce an excessive impact on resource distribution. The present general education model requires two social science courses and one non-laboratory natural science course totaling nine semester hours, while the Topical Cluster requires one social science and one natural science course, with at least one elective, totaling nine semester hours. Thus, the total number of courses is the same, but with substantially greater flexibility. Also, the wider range of courses now available to satisfy the general education requirements may reduce potential impact or even create new resource benefits, as courses in the major can satisfy part of Topical Cluster requirements.

The Liberal Studies Intensives do create certain impact consequences, but mostly in the area of faculty development, since these requirements do not add credit hours to the program. A central concern will be to develop the number of courses in each intensive area required by students to graduate.

It is not expected that there will be a negative impact on resources as a result of the revised Learning Foundations requirements. As noted above, the new program replaces LANG 101, LANG 102, and LR 102 with LANG 120 and three Writing Intensive courses, redistributing overall resources across ILS. The laboratory science requirement is now a minimum of four credit hours, which makes available a greater number of lab science courses for students to take, thus creating a positive impact. Since the foreign language requirement remains the same, there is no impact in this area.

Indeed, curricular revision has an impact on how a university distributes its resources. The ILS Program, by keeping this fact in the forefront of its curricular design and implementation planning, minimizes negative impacts while holding out the possibility of positive resource benefits, through the diverse integration opportunities present in the revised architecture.

e) Statement of Endorsement from the Office of Academic Affairs Regarding Implementation of the ILS Program

The Office of Academic Affairs believes that the new Integrative Liberal Studies Program reflects UNC Asheville's institutional tradition of innovative general education. This tradition has helped us achieve our designation as the UNC-system public liberal arts campus, and it now moves us further toward some of the institutional goals we ourselves have envisioned attaining. Academic Affairs supports the faculty-driven process of curricular revision that has led to the design of the ILS curriculum, and understands that there are significant resource implications for its full implementation. This office commits itself to working with faculty governance to achieve structural, personnel, and fiscal adjustments and allocations necessary to implement the ILS Program. In addition, the Office of Academic Affairs will support faculty participation in the ILS Program by incorporating these contributions into any performance review processes, such as the Annual Faculty Record, the Tenure and Promotion Process, and the Post-Tenure Review Process. Thus faculty involvement can be appropriately recognized and rewarded.

f) Implementation: Phase-In Timetable and Assessment

Broad curricular revisions such as this are best effected by phased implementation. This approach allows departments and their faculty time to adjust to new institutional conditions, and provides time for oversight bodies to conduct assessment and to adjust program components in order to enhance effectiveness. The following table provides a tentative timetable for phased implementation of the ILS Program:

AY 2004-5	LSIC LANG 120 W-intensives initiated I-intensives initiated (LANG 120)
AY 2005-6	Begin Topical Cluster Pilot Program (Phase 1) Bring W-intensives online in Humanities program Bring I-intensives online in departmental courses Bring Q-intensives online
AY 2006-7	Continue Topical Cluster Pilot Program (Phase 2) Bring W-intensives online in departmental courses Bring D-intensives online
AY 2007-8	Continue Topical Cluster Pilot Program (Phase 3) LSSC
AY 2008-9	ILS Topical Cluster requirement fully implemented ILS Program fully implemented

The ILS Program, unlike our current program, has an assigned faculty oversight body, which insures against curricular drift. The ILS Oversight Committee and the Associate Vice Chancellor for University Programs will also engage in an on-going assessment of ILS curricular components. Beginning in Summer 2004, an ILS Assessment Team of four faculty members will work on developing assessment tools appropriate to curricular components coming online in the phased implementation process.

g) Chart of ILS Requirements

The following chart offers a summary overview of the ILS requirements:

1. Required courses

Course	Credits	Role
Language 120	4	Learning Foundations
Math	4	Learning Foundations
Natural Science lab	4	Learning Foundations
Foreign Language	6	Learning Foundations
Health and Fitness	2	Learning Foundations
Liberal Studies Introductory Colloquium	3	Liberal Studies introduction
Humanities 124	4	Humanities Core Cluster
Humanities 214	4	Humanities Core Cluster
Humanities 324	4	Humanities Core Cluster
Liberal Studies Senior Colloquium	3	Liberal Studies capstone
Total	38	

2. Requirements fulfilled in a Topical Cluster

Course	Credits
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ILS Natural Science	3
ILS Social Science	3
Total	6

3. Requirements fulfilled either through a Topical Cluster or other options

Course	Credits
ILS Arts	3
Total	3

4. Topical Cluster requirement

A Topical Cluster is a set of courses that explore a problem, issue or idea, engaging it through disciplinary and interdisciplinary methods. Students must complete at least three courses from one Topical Cluster, totaling nine semester hours or more. Their choices must include a Social Science course, a Natural Science course, and either an Arts course (or courses) or an elective.

5. Intensive Courses

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 ILS Program, in their majors, or among their electives. These courses need not add credit hours, but must be fulfilled for graduation.

Intensive	Courses (credit hours required to fulfill)
Writing Intensive (W) ¹	3 courses (credit hours may vary)
Diversity Intensive (D)	1 course (3 credit hours)
Quantitative Intensive (Q)	1 course (3 credit hours)
Information Literacy Intensive (I) ²	2 courses (credit hours may vary)

¹ Since all Liberal Studies Introductory Colloquia are Writing Intensive, students will take two additional W-designated courses.

² Since LANG 120 is Information Literacy Intensive, students will take one additional I-designated course.

h) Sample ILS Requirements Checklist

X—Requirement fulfilled with UNCA course

T—Requirement fulfilled by transfer (see transfer evaluation)

X or T	Required courses	Yr.	Course used	Hrs.	
	LS 179 (3)	FR			Transfer students will take LS 379
	ILSA (3)				May be taken as part of ILS Core (ARTS 310, ARTS 322, ARTS 323, or ARTS 324); or in an ILS Topical Cluster, as a Topical ILSA; or 3 hours, in any combination of applied art courses or workshops from an approved list in the catalog.
	HUM 124 (4)	FR			Prerequisites: LANG 120 or concurrent.
	HUM 214 (4)	SO			Prerequisites: LANG 120, HUM 124.
	HUM 324 (4)	JR			Prerequisites: LANG 120, HUM 124, 214.
	LS 479 (3)	SR			Prerequisites: LANG120, HUM 124, 214, 324; 90 earned hours.
	ILSS (3)				Taken in an ILS Topical Cluster.
	ILSN (3)				Taken in an ILS Topical Cluster.
	LANG 120 (4)	FR			LANG 120.
	Lab Science (4)				Any lab course from Astr/Atms/Biol/Chem/Envr/Phys or a two-part course sequence containing a lab.
	Foreign Language I (3)				Competency through the 120 level in Clas/Fren/Germ/Ital/Spain Additional hours may be required in some majors.
	Foreign Language II (3)				
	Math (4)				May take any Math- or Stat -prefix course.
	HF (2)				One course from HF 152, 153, 154, 155, or EDUC 319.
	TOTAL CREDITS	47			
	ILS Intensive courses	?			May be taken in the ILS Program, in the Major, or among Electives.
	Diversity				
	Writing		LS 179/379		
	Writing				
	Writing				
	Quantitative				
	Information Literacy		LANG 120/LS 379		
	Information Literacy				
	ILS Topical Cluster		ILSN ILSC Elective		Students must complete at least 3 courses from one Topical Cluster totaling 9 semester hours or more. Their choices must include 1 ILSS, 1 ILSN, and either 1 ILSA course or an elective.

Key

ILSS= Integrative Liberal Studies Social Science

ILSN= Integrative Liberal Studies Natural Science

ILSA= Integrative Liberal Studies Arts

II. DESCRIPTIONS AND CHARGES, CATALOG COPY, RATIONALE, AND IMPACT OF ILS PROGRAM COMPONENTS

a) Liberal Studies Colloquia

The ILS Program requires students to complete two three-hour colloquia, the Liberal Studies Introductory Colloquium taken at the beginning of their education at UNCA and the Liberal Studies Senior Colloquium taken at the end. Courses taken at other institutions cannot be used to satisfy these requirements.

Description and Charge: Liberal Studies Introductory Colloquium

The Liberal Studies Introductory Colloquium (LSIC) introduces students to education in a liberal arts environment and assists them in making the transition to UNCA. This introduction to the liberal arts will take place in a topical context. In addition, LSIC will fulfill many of the functions that FYE courses were intended to fulfill. Both first-year students and transfer students will be required to take an LSIC course, LS 179 or LS 379, respectively. Courses taken at other institutions will not satisfy either LSIC requirement; therefore, transfer students will be asked to complete more Writing Intensive work than they are presently required to take.

Faculty will propose a topic and provide an outline for each LSIC class. The ILS Colloquia Coordinator will review and approve these courses, affirming that they are designed to achieve the objectives of the LSIC, accessible to incoming students, and sufficiently complex to support a multi-disciplinary or interdisciplinary approach, including reference to values or ethics. As part of the preparation for the course, the instructor will integrate information and intellectual approaches from different disciplines, directly addressing the nature of liberal studies.

To facilitate students' transition to UNCA, LS 179 will address those topics that have been introduced in prior years in the First Year Experience classes. These topics will include time management, money management, health, proper use of college resources, academic advising, and an appreciation of the rhythms of the academic year. LS 379 will address issues of relevance to transfer students entering the four-year institution, and will therefore not emphasize the First Year Experience elements to the same degree as LS 179.

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.

All LSIC courses will be Writing Intensive and must fulfill the requirements of W-designated courses. LS 379, offered for transfer students, will be Information Literacy Intensive as well. LSIC courses will carry the prefixes of the departments out of which they are taught ([DEPT] 179/379-Introductory Colloquium) but may not be used to fulfill major requirements.

Description and Charge: Liberal Studies Senior Colloquium

The Liberal Studies Senior Colloquium (LSSC) is also topical and will ordinarily be taken in a student's final semester at UNCA. The Senior Colloquium 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 which demonstrates this level of integration.

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, LSIC, and the Topical Cluster. A portion of every Senior Colloquium course will have common content, devoted to important issues arising since 1945, and each section will have a topical focus, approved by the ILS Colloquia

Coordinator. These topics will allow for consideration of issues of contemporary relevance from multiple disciplinary perspectives.

Because this course highlights connections, its faculty will have a responsibility to show how different aspects of the issue are affected by the various disciplines. It is expected that the students will play a direct role in this effort. In the classrooms, students from a variety of disciplines should 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.

Because these LSSC courses are ILS capstones and because they presume application of the skills and content taught in the Intensives, LSSC courses cannot be used to fulfill the Intensive requirements.

The student project will be one that is not rooted in any particular discipline and which demonstrates 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.

LSSC courses will carry the prefixes of the departments out of which they are taught ([*DEPT*] 479-Senior Colloquium). They cannot be taken in the major department and cannot be used to fulfill major requirements.

Rationale

Faculty indicated throughout the process of review and revision of general education that, among other characteristics, UNCA's general education program ought to be coherent and also ought to provide linkages to students' majors and elective programs. The Liberal Studies Colloquia provide common entry and exit points for the ILS Program as well as forward and backward linkages to the rest of the curriculum. The Liberal Studies Introductory and Senior Colloquia thus form bookends to both the student's UNCA education and the Integrative Liberal Studies curriculum.

As explained in Senate Document 7203S, which approved the structure of the ILS Program: "Frequently, the concept of the liberal arts is unfamiliar to students as they enter UNCA. Students may be unaware of the challenges and opportunities a liberal arts education offers, and how they might differ from those at other types of institutions." The LSIC builds on the success of the FYE Program by integrating these components with a consideration of the liberal arts in a topical context.

It is important that both first-year students and transfer students consider the liberal arts and the nature of a UNCA education. The General Education Review Task Force found that students who transfer to UNCA frequently do not understand the particularities of a liberal arts education or of UNCA's specific approach. For this reason, transfer students will be required to take LS 379, which is designed for students who have experience in college but not at UNCA.

Just as majors often have capstone classes, the Integrative Liberal Studies Program should have a course that encourages the students to integrate the knowledge they have acquired and demonstrate that they can apply it to new material. It is especially important in Liberal Studies that students be able to see the interconnectedness of majors they are pursuing both in terms of other disciplines and in terms of the issues they will face in the contemporary world. As part of the demonstration of that understanding, the student should be able to present the results of a self-directed project to the class in a way that allows their classmates to understand it.

Impact

Although the colloquia are wholly new elements of UNCA's general education program, they build on past programs and faculty experiences. The LSIC will fulfill many of the functions of the FYE Program and the Freshman Seminar, while the LSSC will build on Humanities 414. Existing faculty expertise will help both

to develop the content and structure of these courses and to facilitate the transition to them. Compared to our current general education program, the colloquia also provide a new avenue for faculty to participate in general education outside of their department by allowing a topical focus rather than a survey approach.

The impact on overall faculty resources is primarily redistributive, as the LSIC will be taken instead of one of two composition courses and the LSSC instead of Humanities 414. While many faculty will choose to teach in these colloquia, faculty members currently teaching Composition, FYE sections, or Hum 414 will not automatically be expected to begin teaching the LSIC and/or LSSC. As a result, there will be a need for faculty from other departments and programs to contribute to the ILS Program in this way. Because of the expectation that the colloquia will be taught by fulltime UNCA faculty, there may be pressure put on fulltime faculty resources. Furthermore, because the current general education curriculum does not require all students to take FYE classes, more sections will need to be offered than are currently offered through the FYE Program. Because students will ordinarily take both LANG 120 and LSIC during their first semester at UNCA, not all composition teachers will be available to assist with LSIC. Finally, at least in the short term, faculty development resources will be needed to facilitate the development and offering of both colloquia.

Recognizing that in the student's curriculum, the colloquia and LANG 120 substitute for the credit hours currently devoted to LANG 101/102 and Hum 414, the impact on student credit hours is unchanged.

It is expected that class enrollments in LSIC and LSSC will be limited to 15-20 students.

Administratively, there will be a half-time Colloquia Coordinator who will ensure that the charges for colloquia are fulfilled in proposed sections. This position consolidates and reduces resources currently devoted to coordinating FYE and Humanities 414.

b) Learning Foundations

1. Foundations of Academic Writing

Description and Charge

The ILS Program requires students to complete LANG 120, Foundations of Academic Writing, and three Writing Intensive courses (discussed below in section c1), one of which is LS 179 or LS 379. In LANG 120, students will develop their academic writing skills. The course emphasizes writing as a tool of discovery and analysis; practice in active, critical reading; and attention to audience, purpose, and structure. It also introduces students to writing conventions of various discourse communities and serves as an Information Literacy Intensive course.

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

Rationale

In the ILS Program, LANG 101, LANG 102, and LR102 are no longer required. Instead, keeping liberal arts goals in mind, students will take one foundational course (LANG 120) and three Writing Intensive courses, including LS 179 or LS 379. It has long been seen as desirable to introduce writing more intentionally across the curriculum; one of the clear objectives of general education expressed by UNCA faculty was to do so. As a result, one of the institutional principles for the design of the ILS Program was to "ensure that writing and critical thinking will be integral throughout the general education program. The design will support the integration of writing and critical thinking into other areas of the curriculum. Students will learn to write and think critically in connection to content and practice." This structure fulfills that objective.

The new composition course is foundational, the only required course totally devoted to developing students' writing skills. Therefore, continual, guided practice, as well as constant feedback, is intrinsic to

the process and best accomplished through a four-credit hour course. Four hours will allow for the integration of the library research skills component no longer being taught by the library. The course will integrate information literacy skills within the context of, and as an extension of, writing skills.

Impact

The ILS Program reduces the requirement from three courses to one through the elimination of LANG 101, LANG 102, and LR 102, and from seven credit hours to four. Writing instruction will now take place across the curriculum through the offering of Writing Intensive courses, discussed below. Teaching resources currently devoted to writing instruction may now go to other courses in ILS, reducing the need for adjunct instructors.

2. Mathematics

Description and Charge

The ILS Program requires students to complete four credit hours of coursework with either a MATH or STAT prefix. In these courses, 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.

Rationale

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. The ILS mathematics requirement is essentially unchanged from the previous general education program. The primary difference is that instead of providing a list of pre-approved courses, the ILS Program allows any four-hour course or sequence of courses in MATH or STAT to fulfill the requirement.

Impact

It is expected that for most students there will be no impact from this change; however, it does provide for greater flexibility for faculty and some students.

3. Laboratory in the Natural Sciences

Description and Charge

In the ILS Program, students are required to complete a four-hour course or two-course combination in the natural sciences which includes a laboratory component. These courses will expose students to both the theoretical and practical aspects of scientific discovery within a specific discipline. This lecture/laboratory experience must be completed outside the student's major department.

Rationale

Science and technology affect our lives every day, both directly and indirectly. A liberally educated person must understand not only the relationship between science and other aspects of life and social interaction, but also enough about the process of scientific discovery to be able to make informed evaluation and judgment of scientific issues and controversies. Understanding of the process of scientific discovery is best achieved through active participation in laboratory science.

There are two fundamental changes in this requirement from the current general education program. Any approved lecture/laboratory course or two-course combination of courses in the natural sciences qualifies, allowing for greater flexibility. Also, the credit hour requirement is lowered from five to four credit hours, reflecting the fact that effective laboratory courses are typically four hours, which is the national standard.

Impact

Because any lecture/laboratory course or two-course combination of at least four credit hours fulfills the requirement, there is greater flexibility for students, but little impact in practice, since nearly all students will use courses that are currently used for the lab science requirement.

4. Health and Fitness

Description and Charge

Students will be required to complete at least two credit hours chosen from HF 152, Health and Fitness, HF 153, Health Promotion and Wellness, HF 154, Women's Health, HF 155, Men's Health, or EDUC 319, Teaching of Health and Physical Education in 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 which would contribute to improvements in personal health and wellness.

Rationale

Aristotle argued that for a life that is flourishing and self-aware, a sound body is as important as a sound mind. These courses introduce students to theories of health and wellness and include their application to physical activity. The health and fitness requirement creates an environment in which students are asked to think critically about human health and quality of life, as well as the complex relationships between nature, nurture, peer influence, and independent choice in their health and lifestyle.

The ILS requirement of two hours represents a modification of the previous general education program, reflecting a removal of the physical activity course. All students will now complete this requirement through the broader approach to health and wellness represented by HF 152, 153, 154, or 155 rather than the combination of HF 120 and an activity course.

Impact

The current requirement of 2-4 hours is changed to 2-3 hours, which will have little impact in the aggregate. The Health and Fitness program is expected to develop and offer HF 152, a two-credit course, which will consider issues of health promotion and wellness without the supervised fitness component of HF 153.

5. Foreign Language

Description and Charge

The Foreign Language requirement may be satisfied 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.

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

Note: The Associate Vice Chancellor of University Programs, the Departments of Foreign Languages and Classics, and the Integrative Liberal Studies Oversight Committee will study 1) historical trends in placement tests, 2) the impact of the new high school requirements which will be reflected in the transcripts of 2008 graduates and 3) the enrollment trends for the various languages as a function of both 1) and 2), in order to determine if the Foreign Language requirement should be revised in the future, in response to changing academic conditions.

Rationale

The foreign language requirement provides for the acquisition of both basic foreign language skills and knowledge of foreign cultures. Students should be able to speak in another language about contemporary cultural phenomena, listen to and comprehend authentic radio and television broadcasts, and read materials from the contemporary foreign press. Students should also be able to read, understand, and discuss short selections of literary, philosophical, historical, and artistic texts, productions, or artifacts in a foreign

language. While classical languages do not emphasize conversational skills, they provide important insights into the relations among languages, cultures, and forms of thought.

Impact

No immediate impact, as the Foreign Language requirement remains in its current form.

c) Intensives

Note: The following descriptions and charges indicate the number of hours or courses needed to satisfy the Intensive requirements at the inception of the ILS Program. The Associate Vice Chancellor of University Programs (AVCUP) and the Integrative Liberal Studies Oversight Committee (ILSOC) will continuously examine the feasibility and desirability of changing the number of hours, courses, or requirements for satisfaction of the Intensive component. Moreover, the AVCUP and ILSOC will review the Intensive Program to study the possibility of adding other Intensives. Sections of courses seeking designation as an Intensive will be reviewed by the appropriate Intensive Advisory Sub-Committee, which will recommend approval or rejection to the ILS Oversight Committee. Any one section of a course may fulfill no more than two Intensive requirements. Available Intensive courses will appear in the schedule of classes and the ILS website. Students who wish to fulfill intensive requirements with courses taken at other institutions may petition the appropriate Intensive Advisory Sub-Committee.

1. Writing Intensive Courses

Description and Charge

In addition to the Foundations of Academic Writing requirement, fulfilled through LANG 120, students will be required to take 3 Writing Intensive courses. These courses may be taken within the ILS Program, in the major, or among electives. These courses need not add credit hours, but must be fulfilled for graduation. One of these three courses will be LS 179 or LS 379.

Writing Intensive courses must require a minimum of 15 pages of writing, in no fewer than three assignments, one of which may be an essay exam. If an essay exam is used for one of the assignments, it may not be a final exam, since it cannot be returned to students during the semester. In addition, instructors in Writing Intensive courses will provide instruction in writing appropriate to the discipline or subject area in which the course material is encountered. Instructors will also offer feedback to students on writing assignments. Instructors may also incorporate such pedagogies as peer editing, whole-class critique, guided revision, conferences, and workshops to assist students in improving their writing. Instructors offering W-designated courses in the major may petition the Writing Intensive Advisory Sub-Committee of ILSOC for exemption from specific criteria referenced above, if writing in that discipline requires the development of skills best learned by meeting other criteria. Transfer students may also petition for W-Intensive credit, providing that they can demonstrate that the course (or courses) they have taken satisfies the established criteria.

It is the intention of the ILS Program that students will have the opportunity to take Writing Intensive courses in the major.

Rationale

Among the institutional principles for design of the ILS Program was the provision that, “The design will ensure that writing and critical thinking will be integral throughout the general education program. The design will support the integration of writing and critical thinking into other areas of the curriculum. Students will learn to write and think critically in connection to content and practice.”

By integrating writing more intentionally with content areas, Writing Intensive courses offer students ways to deepen their education in writing and critical thinking. This type of education also promotes linkages across the curriculum, especially Writing Intensive courses taken within the major. Finally, Writing Intensive courses encourage students to continue to develop their writing skills throughout their academic program rather than completing the composition requirement during their first year, as in the current general education program.

Impact

Faculty development will be needed to facilitate writing instruction across the curriculum. While many courses at UNCA already meet the requirements for Writing Intensive courses, including current general education courses, many faculty members will choose to revise their courses to become writing intensive and may need support to that end. Additional resources may need to be provided to students and faculty through the University Writing Center. Finally, the expectation that students will be able to take W-designated courses in the major may require some departments to develop or revise courses within the major. It is expected that enrollments in W-designated courses will range from 15 to 20 students.

2. Diversity Intensive Courses*Description and Charge*

Students will be required to take a Diversity Intensive course of 3 credit hours or more. This course may be taken within the ILS Program, in the major, or among electives. This course need not add credit hours, but must be fulfilled for graduation.

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 importantly, 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.

Rationale

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 thus fulfill UNCA’s mission to provide an “education [that] is liberating, promoting the free and rigorous pursuit of truth, respect for differing points of view and heritage, and an understanding that values play a role in thought and action.”

Impact

Substantial faculty development resources will be needed to encourage the revision of existing courses and the development of new courses to meet the criteria for D-designated courses. This will be particularly important for courses within the ILS Program to ensure availability of D-designated courses for all students. To preserve absolutely free electives for students majoring in the Natural Sciences division, D-designated courses will need to be offered in the Humanities, Topical Cluster courses or Introductory Colloquia.

3. Quantitative Intensive Courses*Description and Charge*

In addition to the Mathematics requirement, students will be required to take a Quantitative Intensive course of 3 credit hours or more. This course may be taken within the ILS Program, in the major, or among electives. This requirement need not add credit hours, but must be fulfilled for graduation. The course a

student takes to fulfill the mathematics requirement cannot be used to satisfy the Quantitative Intensive requirement.

Quantitative Intensive courses must examine content using mathematics and must devote more than half of their coursework to topics in which mathematics is applied. 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.

Rationale

Liberal education should be numerate, able to apply mathematics critically to the understanding of issues and the solving of problems. These skills are best developed in relation to topics explored in content areas. Quantitative Intensive courses allow students to deepen their liberal studies education and integrate their education in mathematics with other offerings in their academic experience by applying mathematics and quantitative reasoning to a specific content area.

Impact

Some courses may be modified to meet the criteria, but the impact is expected to be slight. To preserve absolutely free electives for students majoring in the Humanities division, Q-designated courses will need to be offered in lab science courses or Topical Cluster courses.

4. Information Literacy Intensive Courses

Description and Charge

Students will be required to take two Information Literacy Intensive courses. Ordinarily, students will take their first Information Literacy Intensive course in LANG 120 or, if they are transfer students, in LS 379. These courses may be taken within the ILS Program, in the major, or among electives. These courses need not add credit hours, but must be fulfilled for graduation. Faculty developing Information Literacy Intensive courses are encouraged to work closely with librarians.

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 can include books, scholarly journals and authoritative websites. 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). Instructors will introduce students to the complexities and vagaries of the literature of the discipline. Students will 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. They should consider how the research strategies used in the discipline relate to those of other disciplines. Students will also address issues of copyright, intellectual property and the ethical use of information.

It is the intention of the ILS Program that students will have the opportunity to take Information Literacy Intensive courses in the major.

Rationale

Information Literacy is defined as fluency with a set of abilities requiring individuals to recognize when information sources are needed and “the ability to locate, evaluate, and use effectively the needed information” (from the Association of College & Research Libraries’ *Information Literacy Competency Standards for Higher Education*). This fluency in the acquisition and use of information is best gained in the context in which it is needed. Information Literacy Intensive courses embed and integrate information literacy and library resource use into general education at multiple levels. Students will learn information literacy and library resource use in connection to content and practice, unlike the current Library Research requirement, which is taken early in a student’s career and is not related to specific content areas.

Impact

The impact is expected to be distributional, as library faculty will assist other faculty in developing and offering I-intensive courses instead of offering LR 102. Faculty will need to work closely with library faculty in the development of assignments which meet I-intensive criteria in the context of the discipline.

d) Arts

Description

The Arts requirement may be fulfilled in one of four ways. Students will take three credit hours of courses in the Arts from one of the following:

- 1) Arts 310, Arts and Ideas, an interdisciplinary, team-taught course.
- 2) 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 three-hour courses are linked to Humanities 124, 214, and 324, respectively, which are co- or pre-requisites for the appropriate Arts course.
- 3) A three-hour ILSA designated course taken as a component of a Topical Cluster (described below in section e.2).
- 4) Three credit hours of studio/workshop courses with ILSA designation.

In each of these options, students will have an intellectual engagement with the arts. This 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. These courses can receive I, D, or W intensive designations.

Criteria for ILSA Topical Cluster Courses and Studio/Workshop Courses in the Arts

ILSA Topical Cluster Courses

ILSA courses taken as part of a Topical Cluster must 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. ILSA Topical Cluster 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. The ILS Oversight Committee will determine whether proposed ILSA Topical Cluster courses meet these requirements.

ILSA Studio/Workshop Courses

Likewise, ILSA studio/workshop courses must do more than teach about the process of artistic production and performance. ILSA studio/workshop 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. The ILS Oversight Committee will determine whether proposed ILSA Studio/Workshop courses meet these requirements.

Rationale

GERTF believes that student and faculty flexibility and choice is particularly important in this component of general education. Some students and faculty prefer the broader, integrative approach to considering the

arts that we have historically required of all students in Arts 310, while others prefer a more focused approach, which will now be available through Arts 322, 323, and 324 as well as ILSA Topical Cluster courses. Finally, some students and faculty expressed strong support for a hands-on creative experience, which offers a somewhat different experience than the other options, but one that can still engage with the arts in a deeply intellectual way; this experience may be found in ILSA studio/workshop courses. The ILS Arts requirement allows students and faculty to choose the approach to the arts that is most appropriate for them.

Impact

The Arts requirement is reduced by one hour. Further, a significant increase in student and faculty flexibility is offered by allowing for multiple courses to contribute to the Arts requirement. Faculty resources will be needed for Arts 322, 323, and 324, likely drawing from existing faculty in the Arts and Ideas and Humanities programs. Faculty who wish for their courses to meet ILSA criteria as either studio/workshop or Topical Cluster courses may have to revise course content or delivery. Faculty development resources will be needed for development of the three new Arts courses, ILSA Topical Cluster courses, and revision and development of ILSA studio/workshop courses.

The additional flexibility in this requirement makes the impact on particular programs and departments difficult to predict and contingent on the choices that students make in fulfilling the requirement.

e) ILS Clusters

1) Core Cluster in the Humanities

Description and Charge

Students are required to complete HUM 124, 214, and 324 sequentially 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.

Rationale

Students of the liberal arts should have exposure to the historical foundations of human civilization and culture. The UNCA Humanities program is one of the nation's oldest and most respected interdisciplinary core curricula. This program has introduced students to the intellectual, cultural, and social history of Western and non-Western peoples and their interaction.

The ILS Humanities requirement is smaller by one course than under the current general education program through the deletion of Humanities 414. The Liberal Studies Senior Colloquium essentially evolves out of Humanities 414, replacing it with a capstone experience for the ILS Program as a whole, including courses in the Humanities, but still considering issues of contemporary significance from multiple perspectives. This closer integration of the capstone experience with general education, and with the curriculum as a whole, addresses observations made in APC's 2000 review of general education and of the Humanities program in particular.

Impact

The first three courses in the Humanities program are retained and not affected by the ILS structure. Humanities 414, as discussed above, is replaced by the Liberal Studies Senior Colloquium. It is expected that many Humanities 414 faculty will be interested in contributing to the design and staffing of the LSSC. It is also expected that many faculty not teaching in Humanities 414 will also be interested in contributing to the design and staffing of LSSC. The Humanities program may want to review the content and structure of HUM 124, 214, and 324 to assess whether they satisfy the needs of the ILS Program as a whole.

2) Topical Clusters

Description and Charge for Topical Clusters

A Topical Cluster is a set of courses that investigates a topic from the perspective of multiple disciplines and divisions. Students will take at least 3 courses from one Topical Cluster, totaling 9 semester hours or more. Within a Topical Cluster, the courses that a student chooses to apply toward the Topical Cluster requirement must have different prefixes. Of these three courses, one must be designated as ILSS (ILS Social Science) and one as ILSN (ILS Natural Science), defined below. Available Topical Clusters and the courses/sections within them will be posted at the ILS website. Students will be expected to declare their chosen Topical Clusters upon completion.

The topic of a Topical Cluster must be defined clearly. Each course within a Topical Cluster must investigate that topic to a degree that enables students and faculty to make frequent cross-disciplinary connections with other courses in the Topical Cluster. A Topical Cluster of courses must comprise at least three courses, totaling nine semester hours or more, with at least one ILSN and one ILSS course without prerequisites; additional courses may have prerequisites. An ILSA or Arts course may appear in a Topical Cluster, but is not required. For courses with multiple sections, it is not necessary that all sections be included in a Topical Cluster. If justified, a section of a course may be included in more than one Topical Cluster, but may not appear in more than three. Liberal Studies Colloquia may not be included in Topical Clusters. Courses offered with HUM prefixes may appear in Topical Clusters but do not count for the three or more required Topical Cluster courses.

Topical Clusters are approved for a three-year period, at which time participating faculty may apply for renewal of the Topical Cluster. It is expected that some Topical Clusters will be renewed repeatedly and be available indefinitely. Within each Topical Cluster, an ILSN course without prerequisites and an ILSS course without prerequisites must be offered at least once every academic year for three years. In order to cultivate connections between courses, it is expected that faculty who teach in a Topical Cluster will meet at least once per semester to discuss the ways in which their courses address the topic of the Topical Cluster.

Exceptions to these provisions may be granted for special programs. For example, faculty may propose summer learning communities or study abroad programs which will be offered only once or which provide a Topical Cluster of only two courses totaling the full nine semester hours.

Faculty who wish to propose new Topical Clusters do so to the Faculty ILS Oversight Committee (ILSOC). Senate Document 7203S, which establishes ILSOC, describes the process of submission and approval of Topical Clusters.

Criteria for ILSS and ILSN courses

ILSS courses

In addition to the above requirements for inclusion in a Topical Cluster, at least half of an ILSS course must be devoted to either the implications of social institutions or the methods and worldviews of the social sciences. Most ILSS courses will be offered in the social sciences, although other departments may offer courses which receive ILSS designation. ILSS courses must be at least three credit hours.

ILSN courses

In addition to the above requirements for inclusion in a Topical Cluster, at least half of an ILSN course must 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.

Since ILSA courses are not necessarily taken as part of a Topical Cluster, they are described above in section (d) which explains the Arts requirement of the ILS Program.

Rationale

The GERTF Listening Project found the cultivation of interdisciplinary connections to be one of the objectives of general education which UNCA faculty members most frequently cited. The Topical Cluster

requirement was developed to meet this objective. In order to encourage maximum interdisciplinarity, the courses that students take for a particular Topical Cluster must have different prefixes. This will also limit the number of courses in the major which students use to fulfill Topical Cluster requirements, while allowing for students to make connections from courses in the major with other disciplines. Finally, while students may have an opportunity to use advanced courses in the major toward the Topical Cluster requirement, in order to allow all students to participate in each Topical Cluster, Topical Clusters must have at least one ILSS and one ILSN course without prerequisites.

ILSS and ILSN courses are intended to not only provide alternative perspectives on the topic of a Topical Cluster, but to also introduce students to issues of disciplinary methodology, to cultivate basic literacy in the natural and social sciences, and to consider issues of contemporary importance. These courses thus go beyond traditional disciplinary courses in their objectives and connectivity with other disciplines and perspectives.

Impact

Student credit hours are lowered; the current general education requirement of six hours in the social sciences and a three-hour interdisciplinary natural science course is replaced by three hours of ILSS courses and three hours of ILSN courses. However, there will be a significant impact on faculty in course development and revision.

While it is expected that many existing courses will be able to contribute to Topical Clusters with little change in content, some courses which contribute to the current general education program may not have sufficient topical focus to be included in a cluster. Faculty who teach these courses may choose to develop other courses within their discipline which allow for topical connectivity with courses offered in other departments. Faculty development resources will need to be made available to encourage the development of Topical Clusters.

Topical Clusters will also impact faculty communication and interaction by encouraging faculty to seek connections between their disciplines and others. Faculty members teaching in Topical Clusters are required to meet at least once per semester to discuss connections between their courses, drawing on and strengthening UNCA's culture of interdisciplinarity.

For students in the natural and social sciences, there will remain opportunities for efficiencies, as students may be able to fulfill their ILSS or ILSN requirements with courses taken in the major. Furthermore, because courses from any department and division may be included in a Topical Cluster, all students may be able to apply courses in the major toward the Topical Cluster requirement and all faculty will be able to participate in Integrative Liberal Studies by offering topical courses from the disciplines. The Associate Vice Chancellor of University Programs (AVCUP) and the Integrative Liberal Studies Oversight Committee (ILSOC) will continuously examine the feasibility and desirability of changing the size of Topical Clusters, number of Topical Clusters required, or other requirements for satisfaction of this component.

All page references below are for the 2003-04 UNCA Catalog.

***Catalog Copy – Part I
ILS Program Description***

Replace page 40 – 44 with the following

DEGREE PROGRAMS

Requirements for the Baccalaureate Degree

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

Major Field of Study, Cognate Courses, Electives

The hours required for these will vary depending on chosen major, and concentration or emphasis area within the major.

Please see Graduation in the Academic Regulations section of the catalog for additional requirements and information.

INTEGRATIVE LIBERAL STUDIES PROGRAM

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

Integrative Liberal Studies Program	47 semester hours
Liberal Studies Introductory Colloquium	3 semester hours
Liberal Studies Senior Colloquium	3 semester hours
ILS Core Cluster in Humanities HUM 124, 214, and 324	12 semester hours
ILS Topical Cluster	
ILS-Natural Science Course (ILSN)	3 semester hours
ILS-Social Science Course (ILSS)	3 semester hours
Elective	may be fulfilled by taking an ILS Arts course, course in the major, or an elective
ILS Arts Course (ILSA)	3 semester hours
Learning Foundations	
Foundations of Academic Writing	4 semester hours
Foreign Language	6 semester hours
Health and Fitness	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 UNCA'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 UNCA, 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 UNCA's general education tradition, the ILS Program—particularly by incorporating Integrative Topical Clusters and Liberal Studies Intensives—seeks to join traditional liberal arts study in the Humanities, Natural Sciences, and the Social Sciences to these contemporary realities through an integrative and interdisciplinary curricular structure. The Core Cluster in the Humanities gives students a historical and intellectual foundation for evaluating truth claims and critiquing knowledge elsewhere in the curriculum.

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

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

Specific Requirements

Liberal Studies Colloquia

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

Liberal Studies Introductory Colloquia (3 semester hours)

The Liberal Studies Introductory Colloquium, LS 179, and the Liberal Studies Introductory Colloquium for Transfer Students, LS 379, introduce students to education in a liberal arts environment and assist them in making the transition to UNCA. LS 179 is designed for first-year students while LS 379 is intended for transfers. This introduction to the liberal arts takes place in a topical context. LS 179 is Writing Intensive and LS 379 is both Writing Intensive and Information Literacy Intensive.

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

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

Liberal Studies Senior Colloquium (3 semester hours)

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

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

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

ILS Core Cluster in Humanities (12 semester hours)

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

ILS Topical Cluster (9 semester hours)

Students are required to complete a Topical Cluster of at least three courses, totaling nine 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 nine 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. 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 nine 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 website. 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 Advising and Registration. 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 worldviews 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 three 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 three-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 three-hour courses are linked to Humanities 124, 214, and 324, respectively, which are co- or pre-requisites for the appropriate Arts course.
- 3) A three-hour course designated as an ILSA course and taken as a component of a Topical Cluster. See the Integrative Liberal Studies website 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 website for a list of ILSA studio/workshop courses.

ILSA courses taken as part of a Topical Cluster will consider not only the particular subject matter of the Topical Cluster and the topic of the course, but also the broader human context of the arts. Likewise, ILSA

studio/workshop courses will do more than teach about the process of artistic production and performance. ILSA courses will consider such issues as communication through the arts, aesthetic values, the political, cultural, and historical context of the arts, and/or the role of the audience in the arts.

Learning Foundations

Foundations of Academic Writing (4 semester hours)

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

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

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

Foreign Language (6 semester hours)

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

Foreign Language Courses

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

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

Health and Fitness (2 semester hours)

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

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 four 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.

Mathematics (4 semester hours)

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

Intensives

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

Writing Intensives

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

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

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

Diversity Intensives

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

Successful engagement with others in a multicultural and pluralistic society requires an understanding of how social forces shape our sense of identity as individuals and as part of a culture. In order to acquire this understanding, students must go beyond exposure to the perspectives of others to a consideration of the ways in which social institutions impact identity formation. By promoting this understanding, Diversity Intensive courses do not merely consider the experience of the "Other"; nor are they merely about inclusivity. Diversity Intensive courses examine sexism, racism, or other related ideologies and institutions of oppression/discrimination. Diversity Intensive courses explore the social construction of race, ethnicity, gender, sexual identities, class, or other identity formations. These courses explore how identity relates to power; they will offer a critique of identity issues appropriate to the disciplines in which this content is studied. Diversity Intensive courses incorporate materials produced by people of color, women, or members of other groups, as appropriate to the course content. Even more importantly, they also incorporate materials and pedagogies aimed at examining multiple perspectives and ideologies, as appropriate to the course content. Diversity Intensive courses may also incorporate innovative teaching approaches aimed at addressing the needs of students from diverse backgrounds.

Diversity Intensive courses offer opportunities for students and faculty to examine their own experiences and values, alongside those of others.

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

Information Literacy Intensives

Students will be required to take two Information Literacy Intensive courses. Ordinarily, students will complete their first Information Literacy Intensive course in LANG 120 or, if they are transfer students, in LS 379. Information Literacy Intensive courses may be taken within the ILS Program, in the major, or among electives. When completed as part of LANG 120 or LS 379, Liberal Studies Introductory Colloquium for Transfer Students, Information Literacy Intensive courses will require assignments, course work or tutorials that make extensive use of information sources. At least one assignment will require students to find, evaluate, cite and use information presented in diverse formats from multiple sources and to integrate this information effectively within the assignment. Sources include books, scholarly journals and authoritative websites. 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 three 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.

Catalog Copy – Part II

New Course Descriptions

Add page 146, after **Legal Studies (LEGL)**

LIBERAL STUDIES (LS)

Associate Vice Chancellor Katz (Director)

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

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

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

A writing-intensive topical seminar for students in their first semester in college or transferring in fewer than 24 semester hours that introduces the study and construction of knowledge in the liberal arts setting. The responsibilities, challenges, and rewards of college life, as well as the culture and opportunities specific to life in Asheville and at UNCA will also be emphasized. May not be used to fulfill major requirements. No credit given if credit received for LS 379. Fall and Spring.

379 Liberal Studies Introductory Colloquium for Transfer Students (DEPT 379) (3)

A writing-intensive and information literacy-intensive topical seminar for students with prior college experience who are in their first semester at UNCA, which introduces the study and construction of knowledge in the liberal arts setting that is UNCA. The culture and opportunities specific to life in Asheville and at UNCA will also be emphasized. Pre-requisite: 24 or more transferable semester hours (36 quarter hours or more). May not be used to fulfill major requirements. No credit given if credit received for LS 179. Fall and Spring.

479 Liberal Studies Senior Colloquium (DEPT 479) (3)

A topical capstone seminar, ordinarily taken in the final semester, that asks students to address an issue or a group of related issues of current and future importance from an interdisciplinary or multidisciplinary perspective. Students will be expected to integrate the knowledge they have acquired through their major with the wider perspectives provided in their integrative liberal studies. The issue(s) will be explored through reading, lecture, discussion, and through the presentation of a self-directed project. This requirement must be fulfilled in residence. Prerequisites: 90 semester hours, HUM 324, and completion of the ILSA requirement. May not be taken in the major department or be used to fulfill major requirements. No credit given if credit received for HUM 414. Fall and Spring.

LIBERAL STUDIES: ARTS (ARTS)

Assistant Professor Walters (Director)

Participating Faculty: Cooke, Wolfe (Art); Trautmann (Foreign Languages); Schrader (Health and Fitness); Horvitz (Literature and Language); Diefenbach (Mass Communication); McKnight, Weinberg (Music); Peterson (Sociology)

The interdisciplinary Arts program is designed to introduce the student to a variety of artistic areas and enrich the liberal arts experience. Drawing upon the expertise of faculty from various academic departments, the program furthers the interdisciplinary aspects of the University through the study of the creative process in a number of artistic disciplines.

310 Arts and Ideas (3)

Arts and Ideas is an interdisciplinary course that introduces the student to the creative process using a number of artistic disciplines including dance, drama, film and video, music, poetry, and the visual arts. This survey class includes readings of essays, attendance at outside performances and events, lectures, classroom presentations and performances, informal discussion and development of written responses. Prerequisite: 60 earned hours (junior standing). Spring.

322 Arts of the Ancient World (3)

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

323 Arts of the Medieval and Renaissance World (3)

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

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

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

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

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

LIBERAL STUDIES: HUMANITIES (HUM)

Associate Professor Jeanne McGlenn (Director)

Participating Faculty: Stuart (Biology); James (Chemistry); Hook, Mills, Dvorsky-Rohner (Classics); Konz, Larson (Economics); Cole, McGlenn, (Education); Eggers, Reynolds (Environmental Studies); Gant, McDonald, Snyder, Weldon (Foreign Languages); Schrader (Health and Fitness); Hardy, Judson, Pierce, Rizzo, Spellman, Uldricks (History); Campbell, Derballa, McClain, Mc Nerney, Peters (Humanities); Ashburn, Caulfield, Downes, Gillum, Ho, Hopes, Katz, Moseley, Rackham (Literature and Language); Lisnerski, Nelms, Yearout (Management); West (Mass Communication); Dohse, Piefer, D. Sulock (Mathematics); McKnight (Music); Burchard, Butler, Davis, Wilson (Philosophy); Beck, Ruiz (Physics); Cornett, D.B. Mullen, D.J. Mullen, Sabo (Political Science); Combs, Harvey (Psychology); Frank, Lee, Omer (Sociology)

The interdisciplinary Humanities program is concerned with the wide range of human ideas, values and institutions. The courses examine what we have achieved in our several thousand years of recorded history, what we have desired, what we have believed, and how these concerns and passions influence us. Humanities helps us make educated and ethical decisions. The Humanities program draws together faculty and subject matter from all of the liberal arts—especially history, literature and philosophy but also religion, natural science, social science and fine arts. All Humanities classes involve close reading of primary sources and literary works, informal discussion and gradual refinement of the student's capacity for written and oral response.

Minor in Humanities

Sixteen hours of courses in the Humanities, including HUM 324; 12 additional hours, excluding courses in the major or other ILS requirements. These 12 hours must be chosen from more than one department; must include at least 3 hours at the 300-400 level; must pursue a coherent theme or reflect a specific area of interest; and must be approved by the program director. Humanities Special Topics courses may be included. Students should declare the minor in Humanities before completing 75 hours of study.

124 The Ancient World (4)

Introduction to the Humanities sequence. Human history and cultural developments from the ancient civilizations of Africa and Asia to the disintegration of the Western Roman Empire, emphasizing both continuities and discontinuities across a wide range of ancient peoples, the intellectual and artistic heritage of the ancient world and the origins of major religions including Judaism, Buddhism, and Christianity. Prerequisite: LANG 120. Fall and Spring. (Fewer sections offered in the fall.)

214 The Medieval and Renaissance World (4)

A study of world civilization from the 4th to the 17th centuries emphasizing European developments, but also attending to parallel developments in African, Chinese, Japanese, Indian and Latin American cultures. Areas of study include philosophy, religion, history, art, literature, music and political systems. Prerequisite: HUM 124. Fall and Spring. (Fewer sections offered in the spring.)

324 The Modern World: Mid-17th to Mid-20th Century (4)

Ideas and values from the scientific revolution of the 17th century to the Second World War. Emphasis is placed on the global impact of various revolutions: scientific, political, industrial, and social (e.g., the rise of feminism), and their influence on philosophy, religion, literature and the arts. Prerequisite: HUM 214. Fall and Spring. (Fewer sections offered in the fall.)

499 Undergraduate Research in Humanities (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 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.

Delete p. 133, entire **INTERDISCIPLINARY STUDIES: ARTS (ARTS)** section

Delete p. 133-134, entire **INTERDISCIPLINARY STUDIES: HUMANITIES (HUM)** section

Add p. 119, before **153 Health Promotion and Wellness**

152 Health and Fitness (2)

Theory, research and skills relating to the role of exercise, nutrition, lifestyle choices, stress management, and substance abuse in the promotion of health and wellness. Students will also

assess their own lifestyle and health and consider changes that would contribute to improvements in personal health and wellness. No credit given if credit received for HF 153, 154 or 155. Fall and Spring.

- Replace p. 148, course description for **LANG 103** with
 Taught in conjunction with LANG 120. Emphasis on responding to LANG 120 assignments by discovering, drafting, researching, revising, and editing. Enrollment in this course by placement or permission of instructor. Corequisite: LANG 120. (Grading S/U). Fall and Spring.
- Add
120 p. 148, before **260 Introduction to Creative Writing (3)**
Foundations of Academic Writing (4)
 Development of academic writing skills. Emphasis on writing as a tool of discovery and analysis; practice in active, critical reading; introduction to writing conventions of various discourse communities; attention to audience, purpose, and structure; includes application of information literacy skills. A grade of C- or better is required. Fall and Spring.

Departmental Colloquia

Add On the page indicated for each department, the following:

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

Colloquia offered to fulfill ILS requirements. See **Liberal Studies** for course descriptions. May not be used to fulfill major requirements. (*Dept*) 479 may not be used by students majoring in (*Dept*).

- On p. 64, after 171-6, 271-6, 371-6, 471-6 **Special Topics in Art (1-6)**
- On p. 67, after 171-3, 271-3, 371-3, 471-3 **Special Topics in Atmospheric Sciences (1-3)**
- On p. 72, after 171-6, 271-6, 371-6, 471-6 **Special Topics in Biology (1-6)**
- On p. 78, after 171-4, 271-4, 371-4, 471-4 **Special Topics in Chemistry (1-4)**
- On p. 83, after 171-6, 271-6, 371-6, 471-6 **Special Topics in Classics (1-6)**
- On p. 88, after 171-4, 271-4, 371-4, 471-4 **Special Topics in Computer Science (1-4)**
- On p. 93, after 171-3, 271-3, 371-3, 471-3 **Special Topics in Drama (1-3)**
- On p. 98, after 171-6, 271-6, 371-6, 471-6 **Special Topics in Economics (1-6)**
- On p. 110, after 171-6, 271-6, 371-6, 471-6 **Special Topics in Environmental Studies (1-6)**
- On p. 113, after 171-3, 271-3, 371-3, 471-3 **Special Topics in French (1-3)**
- On p. 116, after 171-3, 271-3, 371-3, 471-3 **Special Topics in German (1-3)**
- On p. 126, after 171-3, 271-3, 371-3, 471-3 **Special Topics in History (1-3)**
- On p. 131, after 171-3, 271-3, 371-3, 471-3 **Special Topics in Ethic and Social Institutions (1-3)**
- On p. 143, after 171-3, 271-3, 371-3, 471-3 **Special Topics in Multimedia Arts and Sciences (1-3)**
- On p. 149, after 171-3, 271-3, 371-3, 471-3 **Special Topics in Language (1-3)**
- On p. 152, after 171-3, 271-3, 371-3, 471-3 **Special Topics in Literature (1-3)**
- On p. 158, after 171-4, 271-4, 371-4, 471-4 **Special Topics in Accounting (1-4)**
- On p. 161, after 171-4, 271-4, 371-4, 471-4 **Special Topics in Management (1-4)**
- On p. 166, after 171-3, 271-3, 371-3, 471-3 **Special Topics in Mass Communication (1-3)**
- On p. 172, after 171-4, 271-4, 371-4, 471-4 **Special Topics in Mathematics (1-4)**
- On p. 173, after 171-4, 271-4, 371-4, 471-4 **Special Topics in Statistics (1-4)**
- On p. 178, after 171-3, 271-3, 371-3, 471-3 **Special Topics in Music (1-3)**
- On p. 181, after 171-3, 271-3, 371-3, 471-3 **Special Topics in Philosophy (1-3)**
- On p. 184, after 171-4, 271-4, 371-4, 471-4 **Special Topics in Physics (1-4)**
- On p. 191, after 171-6, 271-6, 371-6, 471-6 **Special Topics in Political Science (1-6)**

- On p. 196, after 171-6, 271-6, 371-6, 471-6 **Special Topics in Psychology (1-6)**
- On p. 200, after 171-6, 271-6, 371-6, 471-6 **Special Topics in Sociology(1-6)**
- On p. 202, after 171-6, 271-6, 371-6, 471-6 **Special Topics in Spanish (1-6)**
- On p. 207, after 171-4, 271-4, 371-4, 471-4 **Special Topics in Engineering (1-4)**

And add

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

Colloquia offered to fulfill ILS requirements. See **Liberal Studies** for course descriptions.

- On p. 56, after 171-6, 271-6, 371-6, 471-6 **Special Topics in Anthropology (1-6)**
- On p. 105, after 171-3, 271-3, 371-3, 471-3 **Special Topics in Education (1-3)**
- On p. 119, after 171-3, 271-3, 371-3, 471-3 **Special Topics in Dance (1-3)**
- On p. 121, after 171-3, 271-3, 371-3, 471-3 **Special Topics in Health and Fitness (1-3)**
- On p. 128, after 171-3, 271-3, 371-3, 471-3 **Special Topics in Honors (1-3)**
- On p. 132, after 171-3, 271-3, 371-3, 471-3 **Special Topics in Africana Studies (1-3)**
- On p. 134, after 171-6, 271-6, 371-6, 471-6 **Special Topics in Humanities (1-6)**
- On p. 136, after 171-6, 271-6, 371-6, 471-6 **Special Topics in International Studies (1-6)**
- On p. 137, after 171-3, 271-3, 371-3, 471-3 **Special Topics in Legal Studies (1-3)**
- On p. 144, after 171-3, 271-3, 371-3, 471-3 **Special Topics in Religious Studies (1-3)**
- On p. 145, after 171-3, 271-3, 371-3, 471-3 **Special Topics in Women's Studies (1-3)**

***Catalog Copy – Part III
Replacement of “General Education” with “Integrative Liberal Studies”
(2003-04 Catalog)***

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27	Permission to Take a Course Correspondence, Extension, CLEP	P1 P2 Table	General Education General Education General Education	Integrative Liberal Studies Integrative Liberal Studies Integrative Liberal Studies
33	Withdrawal from the University	P3 P3	General Education General Education	Integrative Liberal Studies Integrative Liberal Studies
34	Competency and Proficiency	P4	General Education	Integrative Liberal Studies
36	Graduation	P2	General Education	Integrative Liberal Studies
38	Major Fields of Concentration	P1	General Education	Integrative Liberal Studies
49	University Honors Program	P1	General Education	Integrative Liberal Studies
58	Bachelor of Fine Arts	II.	General Education	Remove entire sentence
58	Bachelor of Arts	II.	General Education	Remove entire sentence
59	Art with Teacher Licensure	II.	General Education	Remove entire sentence
64	ASTR 105 description	S3	General Education	Integrative Liberal Studies
65	ATMS 103 description ATMS 105 description	S2 S3	General Education General Education	Remove entire sentence Remove entire sentence
74	CHEM 103 description	S1	General Education	Remove entire sentence

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80	CLAS 103 title CLAS 103 description CLAS 104 title	S2	for General Education General Education for General Education	Remove Remove entire sentence Remove
81	CLAS 105 title CLAS 105 description CLAS 106 title	S2	for General Education General Education General Education	Remove Remove entire sentence Remove
82	CLAS 101 title CLAS 101 description CLAS 102 title	S2	for General Education General Education for General Education	Remove Remove entire sentence Remove
88	Concentration in Acting...	II.	General Education	Integrative Liberal Studies
89	Concentration in Design...	II.	General Education	Integrative Liberal Studies
	Theatre Arts with Teacher Licensure	II.	General Education	Integrative Liberal Studies
90	DRAM 121 description	S2	General Education Arts lab	Integrative Liberal Studies Arts
91	DRAM 210 description DRAM 317 description	S2 S2	General Education Arts lab General Education Arts lab	Integrative Liberal Studies Arts Integrative Liberal Studies Arts
95	ECON 101 description ECON 305 prerequisites	S2	General Education General Education	Remove entire sentence Integrative Liberal Studies
98	Recommendation for Class A... First Area of Licensure	P1S1 P1S1	General Education General Education	Integrative Liberal Studies Integrative Liberal Studies
111	French with Teacher Licensure	P1S1	General Education	Integrative Liberal Studies
112	FREN 110,120 descriptions FREN 115 description FREN 125 description	P1S3 P1S4 P1S4	General Education General Education General Education	Remove entire sentence Integrative Liberal Studies Integrative Liberal Studies
114	GERM 110,120 descriptions GERM 115 description	P1S3 P1S4	General Education General Education	Remove entire sentence Integrative Liberal Studies

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	GERM 125 description	P1S4	General Education	Integrative Liberal Studies
117	Minor in Sports Medicine Fitness Development Course Options	P1S2 P1S1	General Education General Education	Integrative Liberal Studies Remove entire section
127	HONORS Program in Honors	P1S2 I.A.S3	General Education General Education	Integrative Liberal Studies Integrative Liberal Studies
134	Minor in Humanities	P1S1	General Education	Integrative Liberal Studies
145	ITAL 110,120 description	P1S3	General Education	Remove entire sentence
148	LANG 260 description LANG 361 description LANG 363 description	P1S2 P1S3 P1S3	General Education Arts lab General Education Arts lab General Education Arts lab	Integrative Liberal Studies Arts Integrative Liberal Studies Arts Integrative Liberal Studies Arts
149	LANG 365 description LANG 366 description LANG 367 description LANG 461 description LANG 463 description LANG 465 description	P1S2 P1S3 P1S2 P1S4 P1S4 P1S4	General Education Arts lab General Education Arts lab General Education Arts lab General Education Arts lab General Education Arts lab General Education Arts lab	Integrative Liberal Studies Arts Integrative Liberal Studies Arts Integrative Liberal Studies Arts Integrative Liberal Studies Arts Integrative Liberal Studies Arts Integrative Liberal Studies Arts
153	General Requirements for Management Note		General Education	Remove entire sentence
155	General Requirements for Accounting Note		General Education	Remove entire sentence
162	Mass Communications description MCOM 101 description MCOM 102 description	P3S2 P1S3 P1S4	General Education General Education General Education	Integrative Liberal Studies Remove entire sentence Remove entire sentence
163	MCOM 201 prerequisites		General Education	Replace sentence with LANG 120
164	MCOM 367 description	P1S2	General Education Arts lab	Integrative Liberal Studies Arts
174	Bachelor of Science in Music Tech	II.	General Education	Remove entire parenthetical

<u>Page</u>	<u>Section</u>	<u>Loc</u>	<u>Existing</u>	<u>New</u>
183	PHYS 101 description PHYS 102 description PHYS 105 description PHYS 105 prerequisites	P1S2 P1S2 P1S2	General Education General Education General Education General Education	Remove entire sentence Remove entire sentence Integrative Liberal Studies Integrative Liberal Studies
186	POLS 150 description	P1S1	General Education	Remove entire sentence
192	Declaration of Major in Psychology	I.	General Education requirements in Mathematic and English language	Integrative Liberal Studies mathematics requirement and LANG 120
198	SOC 240 description	P1S3	General Education	Remove entire sentence
201	Spanish with Teacher Licensure SPAN 110,120 descriptions	P1S1 P1S3	General Education General Education	Integrative Liberal Studies Remove entire sentence
229	Index G		General Education	Integrative Liberal Studies Entire entry should be moved to the I section, page numbers should be corrected

Catalog Copy – Part VI

Deletion/Replacement of references to “Language 101”

<u>Page</u>	<u>Section</u>	<u>Loc</u>	<u>Existing</u>	<u>New</u>
28	Advanced Placement	Table English/Lang. & Comp Table English/Lit. & Comp	4,5/3/LANG 101 (B) 4,5/3/LANG 101 (B)	5/4/ LANG 120 5/4/ LANG 120
29	Advanced Placement Table notes	(B)	If a student passes both AP tests with 4 or 5, 6 hours of credit will be awarded along with LANG 101 and 102 waivers	Students will not receive credit for both Language and Composition and Literature and Composition AP tests.
30	International Baccalaureate International Baccalaureate	Table Table	5/3/LANG 101 6,7/6/LANG 101,102	remove entire line in table 6,7/4/LANG 120
46	Freshman Year for All Engineering	Table	LANG 101 Writing as Inquiry	LS 179 Introductory Colloquium

NOTE: The entire table on page 46 must be recreated in accordance with the new Joint Degree requirements

<u>Page</u>	<u>Section</u>	<u>Loc</u>	<u>Existing</u>	<u>New</u>
48	Joint Program with Western Carolina	P4S3	LANG 101	LS 179
127	Program in Honors	I.A.S3	LANG 101	LS 179
148	LANG 101 description LANG 102 prerequisites LANG 102 pre- or corequisite LANG 103 description LANG 103 corequisite		LANG 101 LR 102 LANG 101 and LANG 101 or	remove remove entire sentence remove entire sentence remove remove

Catalog Copy – Part VII

Deletion/Replacement of references to “Language 102”

<u>Page</u>	<u>Section</u>	<u>Loc</u>	<u>Existing</u>	<u>New</u>
36	Declaration of Major	P1S5	Before declaring a major, students must satisfy the LANG 102 requirement.	Before declaring a major, students must satisfy the LANG 120 requirement.
48	Joint Program with Western Carolina	P4S3	LANG 102	LANG 120
57	Departmental Admissions Requirements	A.	LANG 102	LANG 120
65	Declaration of Major	P1S2	LANG 102	LANG 120
68	Declaration of Major	P1S2	LANG 102	LANG 120
74	Declaration of Major	P1S2	LANG 102	LANG 120
80	Declaration of Major	P1S2	LANG 102	LANG 120

<u>Page</u>	<u>Section</u>	<u>Loc</u>	<u>Existing</u>	<u>New</u>
84	Declaration of Major	P1S2	LANG 102	LANG 120
89	Declaration of Major	P2S1	LANG 102	LANG 120
	Declaration of Major	P3S1	LANG 102	LANG 120
	Declaration of Major	P4S1	LANG 102	LANG 120
	Declaration of Major	P5S1	LANG 102	LANG 120
94	Declaration of Major	P1S2	LANG 102	LANG 120
107	Declaration of Major	P1S2	LANG 102	LANG 120
111	Declaration of Major	P1S2	LANG 102	LANG 120
114	Declaration of Major	P1S2	LANG 102	LANG 120
122	Declaration of Major	P1S2	LANG 102	LANG 120
127	Program in Honors	1.A	LANG 102	LANG 120
131	Declaration of Major	P1S3	LANG 102	LANG 120
141	Declaration of Major	P1S2	LANG 102	LANG 120
146	Program Description	P1S2	LR 102 is a pre - or corequisite for LANG 102	REMOVE SENTENCE
147	Declaration of Major	P1S2	LANG 102	LANG 120
148	LANG 103 Description	Entire description is being replaced. See earlier section.		
148	LANG 102 Description		LANG 102	REMOVE
154	Declaration of Major	P1S2	LANG 102	LANG 120

<u>Page</u>	<u>Section</u>	<u>Loc</u>	<u>Existing</u>	<u>New</u>
155	Declaration of Major	P1S2	LANG 102	LANG 120
158	MGMT 220 Description	Pre- or corequisite	LANG 102	LANG 120
162	Declaration of Major	P1S2	LANG 102	LANG 120
168	Declaration of Major	P1S2	LANG 102	LANG 120
174	Admission to the Major	P1S1	LANG 102	LANG 120
179	Declaration of Major	P1S1	LANG 102	LANG 120
183	Declaration of Major	P1S2	LANG 102	LANG 120
185	Declaration of Major	P1S2	LANG 102	LANG 120
197	Declaration of Major	1.	LANG 102	LANG 120
201	Declaration of Major	P1S2	LANG 102	LANG 120

Catalog Copy – Part VIII
Deletion/Replacement of references to “Library Research 102”

<u>Page</u>	<u>Section</u>	<u>Loc</u>	<u>Existing</u>	<u>New</u>
48	Joint Program with Western	P4S3	LR 102	Remove
55	Abbreviations		Library Research LR	Remove existing
74	Declaration of Major	P1S2	and Library Research requirements.	requirement.
146	LIBRARY RESEARCH (LR)		Remove the entire section and Library Research in the header.	
148	LANG 102 Description		Entire description is being replaced. See earlier section.	

197 Declaration of Major 1. and Library Research requirements. requirement.

Catalog Copy – Part IX

Deletion/Replacement of references to “Health and Fitness 120”

<u>Page</u>	<u>Section</u>	<u>Loc</u>	<u>Existing</u>	<u>New</u>
117	Fitness Development Course Options	PIP2		Remove section of P1 following “full semester” and all of P2.

Catalog Copy – Part X

Deletion/Replacement of references to “Lab Science”

<u>Page</u>	<u>Section</u>	<u>Loc</u>	<u>Existing</u>	<u>New</u>
64	ASTR 105 Description	S3	Satisfies the General Education laboratory science requirement.	Remove sentence.
89	Concentration in Design and Production	II.	(as part of the General Education Natural science requirement)	(as part of the Integrative Liberal Studies laboratory science requirement)
153	PHYS 105 Description	S2	Satisfies the lab science General Education requirement.	Remove sentence.

Catalog Copy – Part XI

Deletion/Replacement of references to “ARTS”

<u>Page</u>	<u>Section</u>	<u>Loc</u>	<u>Existing</u>	<u>New</u>
88	Concentration in Acting and Directing	II.	(as part of General Education Arts requirement)	Remove
89	Theatre Arts with Teacher Licensure	II.	(as part of General Education Arts requirement)	Remove
90	DRAM 121 Description	S2	Can be used to fulfill General Education Arts lab requirement.	Remove
90	DRAM 210 Description	S2	Fulfills General Education Arts lab requirement.	Remove

<u>Page</u>	<u>Section</u>	<u>Loc</u>	<u>Existing</u>	<u>New</u>
91	DRAM 317 Description	S2	Fulfills General Education Arts lab requirement.	Remove
148	LANG 260 Description	S2	Fulfills General Education Arts lab requirement.	Remove
148	LANG 363 Description	S2	Does not fulfill General Education Arts lab requirement.	Remove
149	LANG 365 Description	S2	Does not fulfill General Education Arts lab requirement.	Remove
149	LANG 366 Description	S3	Does not fulfill General Education Arts lab requirement.	Remove
149	LANG 367 Description	S2	Does not fulfill General Education Arts lab requirement.	Remove
149	LANG 461 Description	S3	Does not fulfill General Education Arts lab requirement.	Remove
149	LANG 463 Description	S4	Does not fulfill General Education Arts lab requirement.	Remove
149	LANG 465 Description	S3	Does not fulfill General Education Arts lab requirement.	Remove
164	MCOM 367 Description	S2	Does not fulfill General Education Arts lab requirement.	Remove