



UNIVERSITY OF NORTH CAROLINA
SCHOOL *of the* **ARTS**

High School Bulletin 2011-2012

University of North Carolina School of the Arts

High School Bulletin 2011-2012

Dance

Drama

Music

Visual Arts

High School Academic Program

Secondary education for careers in the arts. One of the 17 constituent institutions of the University of North Carolina

The School is accredited by the Council on Accreditation and School Improvement of the Southern Association of Colleges and Schools to award the high school diploma with concentrations in dance, drama, music, and the visual arts.

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This bulletin is published annually and provides the basic information you will need to know about the University of North Carolina School of the Arts. It includes admission standards and requirements, tuition and other costs, sources of financial aid, the rules and regulations that govern student life, and the School's matriculation requirements. It is your responsibility to know this information and to follow the rules and regulations as they are published in this bulletin. The School reserves the right to make changes in tuition, curriculum, rules and regulations and in other areas as deemed necessary.

The University of North Carolina School of the Arts is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on race, color, national origin, religion, gender, age, disability or sexual orientation.

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Academic Calendar - 2011-2012: Fall Semester

Friday, August 12	New High School Students Arrive
Sunday, August 14	Returning High School Students Arrive
Monday, August 15	Clearance & Registration for High School Students
Tuesday August 16	High School Academic Classes Begin
Tuesday, August 16	New Undergraduate Students Arrive
Tuesday, Aug. 16-Sunday, Aug. 21	Undergraduate and Graduate Orientation, Clearance and Registration; Students who have account holds must clear and register at the Registrar's office prior to attending classes; Cleared Students register at their Art School
Wednesday, August 17	High School Academic Classes Held
Thursday, August 18	Returning Undergraduate and Graduate Students Arrive
Monday, August 22	Undergraduate Academic Classes Begin-All Art Classes Begin
Monday, August 22	Special Student Registration
Tuesday, August 23	Convocation
Monday, August 29	Last Day to Add or Drop a class without a grade
Monday, September 5	Labor Day Holiday- No Classes Held; Offices Closed
Wednesday, October 5	Mid-semester for High School
Saturday, Oct. 8-Tuesday, Oct. 11	Fall Break-No Classes Held; Offices Remain Open
Wednesday, October 12	Classes Resume -High School Academic Classes Held
Monday, Oct. 17-Friday, Oct. 21	Tentative Course Planning and Preregistration
Tuesday, November 22	Last day of Art Classes
Wednesday Nov. 23-Sunday, Nov. 27	Thanksgiving Holiday, No Classes Held; Offices open Wednesday
Monday, November 28	Last Day of Academic Classes-(Final Exams begin at 2:00 pm)
Monday, Nov. 28 – Thursday, Dec. 1	Final Examinations (High School exams begin Nov. 29)
Friday, December 2	School of Music Classroom Examinations
Monday, December 5	Intensive Arts Begins
Friday, December 16	Fall Semester Ends
Saturday, December 17	Winter Break Begins; (Nutcracker students follow production schedule)
Sunday, December 18	Residence Halls Close at Noon (Apartments remain open)

Academic Calendar - 2011-2012: Spring Semester

Sunday, January 8	Residence Halls Reopen at Noon for all Returning Students
Monday, January 9	Registration; High School Academic Classes will be Held
Tuesday, January 10	Undergraduate and Graduate Classes Begin
Monday, January 16	Martin Luther King Jr. Day, No Classes Held; Offices Closed
Tuesday, January 17	Last Day to Add a Class or Drop a Class without a grade
Wednesday, February 29	Mid-semester for High School
Saturday, March 3-Sunday, March 11	Spring Break-No Classes Held-Residence Halls Closed March 3 at noon, and reopen March 11 at noon.
Monday, March 12	Classes Resume
Monday-Friday, April 2-6	Tentative Course Planning & Preregistration
Friday, April 27	Last Day of Undergraduate, Graduate and Art Classes
Monday, April 30-Wednesday, May 2	Undergraduate Academic Program Final Examinations
Wednesday, May 2	High School Academic Classes Held
Thursday, May 3	School of Music Classroom Examinations
Sunday, May 6	Undergraduate and Graduate Commencement at 2:00 p.m. College Residence Halls and Apartments close at 6:00 p.m.
Wednesday, May 9	High School Academic Classes Held
Monday, May 12	Last Day of High School Classes
Tuesday, May 14-Wednesday May 16	High School Final Examinations
Thursday, May 17	Spring Semester Ends
Saturday, May 19	High School Commencement at 10:00 a.m. Residence Halls Close at 2:00 p.m.

Summer Session 2012 Dates: Session A: May 21-June 22; Session B: June 25-July 27;
Session C: May 21-July 27

Mission Statement

The University of North Carolina School of the Arts is the University of North Carolina's conservatory for the arts, dedicated entirely to the professional training of students possessing exceptional talents in the performing, visual, and moving image arts. Students enter UNCSA when they are ready for focused, intense professional development at the baccalaureate level and select programs at the master and high school levels in the Schools of Dance, Design and Production, Drama, Filmmaking, and Music.

Committed to an idea of art that combines craft, imagination, passion and intellect, the faculty work with students in a residential setting to create an educational community that is intimate, demanding and performance-centered. Learning is enriched by access to an academic program responsive to a conservatory curriculum, research and creative opportunities in the arts, student life programs and support, dedicated staff, outstanding facilities, community service activities, guest artists and teachers, and distinguished alumni. Students emerge transformed, poised to become leaders and creators in their chosen fields.

Founded by an act of the North Carolina legislature to be both an educational institution and a resource enhancing the cultural life of the State of North Carolina and the region, UNCSA offers numerous public performances, both on and off campus, community education in the arts, and faculty and student lectures and workshops. The School collaborates with educational, cultural, civic, business, and other partners to promote the universal importance and innovative impact of the arts to our society.

(The above text has been approved by the Board of Governors as a consequence of the review of the University of North Carolina mission statements initiated by the President of the University in 1991. Revised and approved by the UNCSA Board of Trustees, December 2004, and the UNC Board of Governors, November 2005)

The History of the University of North Carolina School of the Arts

The University of North Carolina School of the Arts is a free-standing campus within the University of North Carolina, and is quite different from its 16 sister institutions. Truly a cluster of conservatories, the School is a complex institution with a single, bold mission: to train talented young people for professional careers in dance, drama, music, filmmaking, and theatrical design and production. This training, coupled with the requisite liberal arts education, enables the School to offer undergraduate degrees as well as master's degrees. In addition, the School offers the high school diploma with arts concentration in dance, drama, music, and visual arts. While courses are offered that give students an historic perspective and context in each of the arts disciplines, the primary emphasis in all programs is on performance and production with more than 200 performances each year in campus facilities and on tour. International programs established in the early years in music and dance also provided unique performance experience for students.

The School strives to foster an environment akin to that of an artistic colony where students are encouraged to develop their artistic abilities to the fullest. The School also provides a professional training ground where students actively and realistically are involved in preparing for the practical aspects of making a living as artists. The premise upon which the School was founded in 1963 was indeed unique. Many good ideas, including the establishment of this special conservatory, coalesced during the tenure of Gov. Terry Sanford. State funds were appropriated to begin a performing arts school and a North Carolina Conservatory Committee was established to recommend to the governor a site for the School. In preliminary reports, the committee recommended that "the host city should obligate itself to support the school." In return, "the school must serve the city as an arts center." Not surprisingly, there was considerable rivalry among the major cities of the state to be the site of the new school. The citizens of Winston-Salem, home of the first arts council in the nation, vied for the School with particular zeal. In a two-day telephone campaign, volunteers raised nearly a million dollars in private funds to renovate the old Gray High School building – the city's contribution to the effort. An enticing incentive to the final host city was a challenge grant from the Ford Foundation to prompt the Legislature to appropriate public dollars to support the operation of the arts school.

Dr. Vittorio Giannini, a Juilliard composer, served as the founding president of the North Carolina School of the Arts. Giannini's vision of arts education shaped the School at its beginning and continues to make the School unique among its peers. During its formative years, the School also was guided by people of vision, particularly its Board of Trustees, which was chaired by Dr. James H. Semans and included Smith Bagley, Hugh Cannon, Wallace Carroll, James McClure Clarke and R. Philip Hanes, among others. Robert Ward, Pulitzer Prize-winning composer and former member of the faculty of Juilliard, succeeded Dr. Giannini as the second president after Giannini's untimely death in November 1966. Ward led the School through its first decade, when policies and programs were still being developed. During his tenure, the School more than doubled its faculty and enrollment; established a School of Design & Production, separate from the School of Drama; and

created a high school Visual Arts Program. Ward also presided over the incorporation of the School into the University of North Carolina in the early 1970s, when 16 public senior institutions became constituent institutions of the University of North Carolina. The title of "President" at the School was subsequently changed to "Chancellor."

A third composer, Dr. Robert Suderburg, became Chancellor of the School in 1974, following Martin Sokoloff, the administrative director, who served as Interim Chancellor from 1973-1974. Suderburg's tenure was marked by major capital improvements at the School, financed through increased contributions from the state and private sources. Among these improvements were the completion of the Workplace and the opening of the Semans Library; the partial renovation of the old Gray High School building; the acquisition of the former Mack Truck facility; and the renovation of the old Carolina Theatre, now the Stevens Center.

Dr. Jane E. Milley, a pianist and former Dean of the School of Fine Arts at California State University at Long Beach, assumed her post as Chancellor at the School of the Arts in September 1984, following Lawrence Hart, former Dean of Music at the University of North Carolina at Greensboro, who was Interim Chancellor during the 1983-84 school year. During her tenure, faculty salaries were increased; the School received funding from the North Carolina General Assembly for construction of Performance Place and renovation of the Gray Building and Design & Production facilities. She secured increased state funding to operate the Stevens Center; acquired additional student housing; enhanced the visiting artists program; and received approval to develop a Master of Music program and to begin planning for a new School of Film.

In the spring of 1990, Alex C. Ewing was appointed Chancellor. He assumed the position in July 1990, following Philip R. Nelson, former Dean of Music at Yale University, who served as Interim Chancellor during the 1989-90 school year. Ewing had been associated with NCSA since 1985, when he became Chair of the Board of Visitors. In 1988 he established the Lucia Chase Endowed Fellowship for Dance at the School, in memory of his mother, a co-founder and principal dancer with American Ballet Theatre. A man of diverse talents, Ewing almost singlehandedly revitalized the Joffrey Ballet during his tenure as General Director in the 1960s. As Chancellor, Ewing oversaw the success of the School's \$25 million campaign for endowment and scholarships. He also orchestrated a combination of local, state and national support to secure the establishment of NCSA's fifth arts school, the School of Filmmaking, in 1993. Ewing took a special interest in NCSA's campus plan, successfully lobbying for the rerouting of Waughtown Street (a major city thoroughfare that divided the campus) and establishing a new main entrance to the campus, at 1533 S. Main St. Other capital projects he spearheaded included a new Sculpture Studio, a new Fitness Center, and the start of the Student Commons renovation. Ewing also established fully staffed Alumni and Career Services offices.

After Ewing's retirement, Wade Hobgood, Dean of the College of the Arts at California State University at Long Beach since 1993, was named Chancellor in February 2000, assuming the position on July 1, 2000. A native of Wilson, NC, Hobgood attended East Carolina University, where he earned a Bachelor of Fine Arts and Master of Fine Arts in

communication arts. During his five years at NCSA, he worked to secure passage of \$42.5 million in higher education bonds – approved by NC voters in the fall of 2000 – that allowed the School to build a new School of Music Complex, a new Welcome Center, a new “connector building” between the two high school residence halls, a new School of Filmmaking Archives, an addition to Performance Place, and a new wig and makeup studio and costume shop, as well as renovations to the Stevens Center (including the Community Music School), Workplace Building and Gray Building. Hobgood initiated a proposal to provide free tuition, room and board for North Carolina high school students accepted to NCSA; the initiative was approved by the NC Legislature in the fall of 2001. In addition, he spearheaded the creation of the new Center for Design Innovation, a collaborative digital design project originally recommended by the regional Angelou Economics report, and led the effort secure \$12 million in funding. He also initiated the realignment of the Thomas S. Kenan Institute for the Arts as a privately funded, affiliate program of the North Carolina School of the Arts.

On May 12, 2006, UNC President Erskine Bowles and the UNC Board of Governors named John Mauceri as the Chancellor of the North Carolina School of the Arts. He assumed the position on July 1, 2006, following Dr. Gretchen Bataille, the former Vice President of Academic Affairs at UNC General Administration, who served as Interim Chancellor during the 2005-2006 school year. Mr. Mauceri earned Bachelor of Science and Master of Philosophy in music theory degrees from Yale University, where he was also a member of the faculty for fifteen years. He is internationally known as a conductor, arranger and music director; he was the first American to hold the post of music director in both British and Italian opera houses. For the last fifteen years he has been the Director of the Hollywood Bowl Orchestra in Los Angeles, California. A distinguished recording artist, he has won Grammy, Tony, Emmy and Drama Desk awards. In addition, he frequently writes articles on opera, musical theater and music for the American cinema.

On August 8, 2008, North Carolina Governor Michael Easley signed into law a bill (Senate Bill 2015) that changed the school’s name from “North Carolina School of the Arts” to “University of North Carolina School of the Arts.”

The School of the Arts has seen its enrollment grow to more than 1100 students from more than 40 states and 20 foreign countries. Its faculty numbers more than 170 full- and part-time. While its well-known graduates have won critical and public acclaim in concert halls, in films and on stages around the world, others have contributed to the quality of life in Winston-Salem and in large cities and small communities throughout North Carolina, the Southeast and the nation. For more information, visit www.uncsa.edu.

The Office of Admissions

Sheeler Lawson, Director

Programs of Study

The Council on Accreditation and School Improvement of the Southern Association of Colleges and Schools accredits the high school program. Students receive concentrated training in dance, drama, music or the visual arts while taking a full complement of academic courses to fulfill the high school diploma requirements set by the High School Academic Program of the University of North Carolina School of the Arts.

The Dance and Music programs may begin at grade 9. The Visual Arts Program begins at grade 11, but students may enter in the 12th grade. The High School Drama Program is a 12th -grade program only. The Drama and Visual Arts Programs are primarily open to North Carolina residents with limited space for out-of-state students. An audition/interview and, where appropriate, a review of the applicant's portfolio are required for admission to all arts programs.

A policy of the UNCOSA Board of Trustees requires that all high school students, beginning in the 9th grade, live on campus in the School's residence halls or with parents and/or legal guardians.

Transfer Students

High school transfer students are given full credit value for high school units satisfactorily earned in grades 9 through 12 from an accredited secondary school. However, the High School Academic Program will decide how or if transferable courses meet particular UNCOSA high school subject-area diploma requirements.

Upon enrollment in the University of North Carolina School of the Arts, a high school transfer student is placed at the appropriate arts instruction level by the relevant arts school. The School makes every effort to place the student at the arts level that best reflects his or her proficiency at the time of admission. Upon placement, the student proceeds through the remaining sequence of arts courses, regardless of age or academic level. High school students who complete all requirements in their arts area are eligible for the arts concentration designation on their high school diploma. A UNCOSA high school diploma may be awarded upon completion of all academic courses required for graduation.

International Students

International applicants should plan on applying no later than March 1 of the year they intend to enroll in the University of North Carolina School of the Arts. Following are guidelines for international student applicants:

- Applicants must submit the application and application fee along with the documentation outlined by each department.
- Applicants must audition and/or interview.

- Transcripts must be received from each high school/secondary and post-secondary schools attended and bear a seal of validation or signature by a school official. Each original transcript must be translated into English by a certified translator and the translation notarized.
- Courses in which the applicant is enrolled at the time of application must accompany the application.
- High school applicants for whom English is not the primary language must supply an official SLEP (Secondary Level English Proficiency) test score before they can be accepted.
- Applicants must submit an Artistic Statement.
- Applicants must fill out the Financial Statement Form found on the UNCSA website at www.uncsa.edu/forms/admissions/InternationalFinancialStatement.pdf and supply a bank statement or a certificate of finance proving sufficient funds to cover all educational and personal expenses while studying at the University of North Carolina School of the Arts. The statement must be translated into English and detail the amount of U.S. dollars on account. A bank official must notarize the certificate.
- The Office of Admissions completes the I-20 paperwork only after an applicant has been accepted and paid his or her advanced tuition and housing deposit. I-20 paperwork will show the anticipated length of study of the applicant's chosen program of study.
- Applicants who are transferring from a college or university in the United States must supply a copy of his or her current I-20 and visa to the Office of Admissions at the time of application.
- All international applicants must obtain a visa prior to enrollment.
- International applicants are not eligible for state or federal financial aid.
- A special health insurance policy is required of every international student except applicants from Canada. This policy is obtained through the University of North Carolina School of the Arts and the premium will be billed on the student's tuition bill. The coverage is required even if the student carries health insurance in his or her home country. United States federal law mandates this particular coverage.

Application and Admissions Procedures

Guidelines for applying to the high school programs vary. Applicants should follow the guidelines provided with the application. Applicants must submit the following:

- A fully completed application signed by the applicant, and a parent if under the age of 18 at the time of application, along with the nonrefundable application fee.
- Applicants who complete an online application must print the application agreement statement, complete all required information, sign the application agreement statement (parent signature is required if the applicant is under the age of 18 at the time of application) and mail the statement along with the nonrefundable application fee.
- Two letters of recommendation, preferably one from an arts instructor and one from an academic instructor.

- Official transcript(s) and test scores of high school work. The documents must bear the school seal or signature of a school official. High school applicants to grades 9 and 10 must provide standardized test scores.
- A résumé.
- Mandatory Information Form.
- Artistic Statement

Auditions/Interviews

Admission to the University of North Carolina School of the Arts is based on demonstrated talent, achievement and career potential. Faculty members of the school to which the applicant is applying assess these areas at the audition and/or interview. The dean and faculty of each school set performance standards and levels of achievement for their professional training program.

Specific audition/interview dates, instructions and information are provided with the Application for Admission and are available from the Office of Admissions. Auditions and interviews are scheduled on the University of North Carolina School of the Arts campus in Winston-Salem and at selected locations throughout the United States.

Acceptance Procedure

Applicants who pass the audition and have been accepted by the Admissions Review Committee into the high school program will be notified by letter of their acceptance.

Wait List Policies

The University of North Carolina School of the Arts places students recommended for acceptance on a wait list when enrollment capacity has been reached in the arts school of the student's choice. Students on the wait list must be processed for admission academically to be ready to accept a position should one become available when notified by the high school. Out-of-state high school students needing financial assistance should follow financial aid application procedures as indicated by the Office of Student Financial Aid. A student on the wait list who is notified of an opening will have three business days to confirm their acceptance into the program. At the time their admission status changes, out-of-state high school students should contact the Office of Student Financial Aid to discuss their financial aid status. The Wait List for high school students will be in effect until the start of classes.

Office of the Registrar

Erin Morin, Registrar

Registration

Registration takes place at the beginning of each term. Students must show evidence of payment of tuition and fees prior to enrolling in courses. All students are required to register and will not be granted entry to classes without having done so. New students will receive instructions regarding times and places of registration, orientation and placement testing during the summer before their arrival at the School.

While UNCSA high school students enroll in year-long courses at the beginning of each academic year, all students are required to register at the beginning of each term. High school students are required to attend classes continuously and are not permitted to miss classes at the beginning of the term. Arrangements for payment of tuition and fees for high school students must be made on a timely basis each term, and students must be cleared by the financial services office for class attendance by either:

- presenting a receipt to reflect that all tuition and fees have been paid at the time of registration, or;
- in exceptional cases, making arrangements with the student accounts office to pay the tuition and fees on a schedule to be determined in consultation with Student Accounts

High school students who fail to make the necessary arrangements within one week after the beginning of classes in any term may be asked to withdraw, and will not be able to receive credit for classes.

Significant arts and academic class work begins on the first day of each semester. Therefore, students are expected to be present for registration and to attend classes as scheduled on that day. Students who register or start classes late may not make up the academic work they miss as a result of their late arrival, and no one will be permitted to register as a full-time student after the completion of the fourth day of classes in a given term. If a student's late arrival on campus results from circumstances clearly beyond the student's control, an appeal from the student's parent or legal guardian may be made in writing to the Dean of the High School Academic Program and to the student's arts school dean. This written appeal must be received by noon of the second day of classes. Vacation plans and attendance at summer programs do not constitute grounds for appeal.

Class Designation

A high school student's status is officially determined by the High School Academic Program based on his/her progress toward completion of the requirements for high school graduation. A student must be in good standing in his/her arts area to receive the concentration in arts designation on his/her diploma.

Credit Definitions

Students enrolled in high school programs receive credit in terms of standard Carnegie high school units.

Course Planning and Program Advising

The High School Guidance Counselor is responsible for assisting the student in planning academic courses in order to meet graduation requirements. In the arts schools, the advising system varies from one school to another.

Drop/Add Policy

Students who wish to drop a course should seek permission from their Arts Dean (for arts courses) or Assistant Dean for the High School Academic Program or High School Guidance Counselor (for an academic course).

Students who wish to add courses should seek permission of the instructors of the courses to be added and from their respective Arts Dean (for arts courses) or the Assistant Dean of the High School Academic Program or High School Guidance Counselor (for academic courses). Courses for which students have not registered must be added for credit to be given.

Course Withdrawal

To withdraw from an arts course, students must have the signed approval of their arts advisor and Dean. To withdraw from an academic course, students must have the signed approval of the instructor, their parent or guardian, and the Assistant Dean of the High School Academic Program. The mark “W” may be assigned for courses from which a student has withdrawn.

Class Attendance

Class Attendance

Regular, prompt class attendance is a student’s responsibility and the expectation of the faculty of the High School Academic Program. Each high school student is provided with a copy of the High School Academic Program attendance policy and is responsible for knowing and abiding by its rules and procedures. A student with excessive unexcused absences in a course, as defined by the attendance policy, may be withdrawn from that course without credit. New and currently enrolled high school students who have excessive absences during past semesters and/or who have failed one or more courses in a previous semester may be placed on academic probation. Failure to meet the expectations of this probation may result in a student’s withdrawal from UNCSA. In addition, students are expected to attend class meetings, rehearsals and performances, and to arrive on time prepared to participate fully. Attendance regulations for each arts program and for individual courses within the program are communicated to students and kept on file in the appropriate school or dean’s office.

Final Examinations

Final examinations take place during a three-day period at the end of each semester. An unexcused absence from a final examination will result in the student receiving a “zero” (“0”) for that activity and loss of makeup privileges. All students must make travel arrangements that do not conflict with scheduled examinations. No arts activities are to be scheduled during final exams.

Early Departure From School at the End of the Semester

While early departure before the end of the semester is discouraged, the faculty and staff recognize that extenuating circumstances will necessitate approval for such early departure. Students seeking permission to leave school early should meet with the Assistant Dean of the High School Academic Program to obtain such permission. The clearance process must be completed two weeks prior to the beginning of the exam period.

Students who leave campus prior to the end of a semester without having been granted the appropriate permission will be considered to have unexcused absences.

Suspension or Withdrawal from School

In the event a student is suspended from school due to a disciplinary problem, the student is solely responsible for all makeup work that is missed during the period of suspension. High school students must take all academic books with them during their suspension and will be asked to leave a FAX number, email address or physical address where additional materials can be sent if necessary.

Academic faculty will not provide any out of class assistance with such work. High school students who are suspended will not be allowed any unexcused academic absences for the remainder of the semester and risk removal from a course without credit following an unexcused absence.

Students who wish to withdraw from school during a semester must process the appropriate form, which is available through the registrar’s office. Students who withdraw from school during a given semester receive no credit for courses taken during that semester. Also, a student who leaves school without officially withdrawing will receive grades of “F” for all courses for which they are registered and will forfeit eligibility for refund of tuition and fees.

Students who have terminated their enrollment for any reason must apply for readmission prior to being allowed to register for a subsequent semester.

Retention

Students should consult the University of North Carolina School of the Arts Bulletin, their respective arts programs and the academic program to learn the specific grade and point average requirements for continuance in their programs and for graduation.

Long-Term Absence for Medical Reasons

A student who must leave school for medical reasons, either by order of the UNCSA Wellness Center or by choice (with a physician's written recommendation), may remain enrolled in High School Academic Program courses with excused absences for up to a total of twelve (12) consecutive academic class days. Arts Wednesdays will not count against these twelve days. During this time, the student's academic teachers will make reasonable efforts to send home the student's academic coursework and assignments. After missing twelve consecutive academic class days, however, a student on medical leave will be withdrawn from UNCSA and UNCSA will assist the student in the process of transferring to another school by providing documentation of academic work completed while enrolled at UNCSA. A student withdrawn from UNCSA after an extended medical leave will be allowed to re-apply for admission for the next academic semester. Acceptance will be subject to the approval of the UNCSA Wellness Center, the relevant Art School Dean, and the High School Academic Program.

Non-Resident Status Graduation

In rare circumstances, twelfth-grade students who must withdraw from UNCSA during the academic year may receive permission, upon request, to complete their UNCSA high school diploma requirements through an approved correspondence or on-line program and qualify to receive the UNCSA high school diploma. Typically, only seniors who have experienced a catastrophic event (medical or financial) or who have been hired by a professional performing arts company during the course of their senior year may be given permission to graduate non-residentially.

These students must receive permission from their Arts School Dean and from the High School Academic Program, which maintains the UNCSA high school graduation list and monitors a student's progress while on non-resident status. This permission is valid for one twelve-month period from the date of permission, after which the High School Academic Program will permanently remove a non-resident student from the graduation list. High school seniors who have been suspended long-term from UNCSA for disciplinary reasons are not eligible to graduate from UNCSA on a non-resident status basis and must adhere to the requirements of their suspension for re-applying to and graduating from UNCSA.

Grading System

Effective for the fall 2011 semester, the A+ grade is no longer awarded as a grade. The highest grade awarded for work at UNCSA or for transfer work is “A” and is awarded 4.0 quality points. Final grades for courses are sent to students and to their parents or guardians at the end of each semester. The following grades and quality points provide indication of student achievement. (Quality points are awarded per unit of high school credit unit).

A = 4.0	A- = 3.7	
B+ = 3.3	B = 3.0	B- = 2.7
C+ = 2.3	C = 2.0	C- = 1.7
D+ = 1.3	D = 1.0	D- = 0.7
F = 0		
P = Pass I = Incomplete		
W = Withdrew		

Incomplete Coursework

Occasionally, because of personal, medical or other emergencies that may arise, a student may be unable to take final examinations or quizzes or complete the final assignments for a course. In such a case, the instructor may request a grade of “Incomplete” for one semester so that the student may complete a course in which satisfactory progress was being made at the time of the request. The normal time limit to complete the work for a course in which a grade of “Incomplete” has been given is the end of the semester immediately following the semester in which the “Incomplete” was given. However, an individual faculty member, with the permission of the appropriate dean, may designate an earlier deadline for making up the incomplete work. Failure to complete the coursework by the end of the following semester will result in a grade of “F” for the course.

Student Responsibility for Coursework

In submitting assignments and projects for courses, students take responsibility for their work as whole, and imply that, except as properly noted, the ideas, words, material and craftsmanship are their own. In written work, if students cite from a source of information or opinion other than themselves without giving credit, either within the body of their texts or in properly noted references and without using quotation marks where needed, or otherwise fail to acknowledge the borrowings, they have in fact presented the work, words or ideas of others as if they were their own. Failure to abide by those simple principles of responsible scholarship is dishonest, as is receiving or giving aid on tests, examinations or other assigned work presumed to be independent or original. A student whose work is found to be dishonestly accomplished and submitted for a grade as his or her own will, at the teacher’s discretion, receive no credit (a zero) for that assignment. The teacher may require that the student revise and re-submit the assignment for a grade, but this new grade may not replace the zero received on the earlier attempt. The High School Academic Program may place a student on academic probation or withdraw a student from a course without credit if he or she repeatedly plagiarizes graded work.

Student Records

All educational records for students are maintained in the registrar's office and are available for student examination, as outlined by the Family Educational Rights and Privacy Act (FERPA). Students are informed at regular intervals of their current grade point averages and credits accumulated. Students having questions about their progress are encouraged to address these questions to the registrar. The School keeps records of progress on veteran and non-veteran students alike. Progress records are furnished to students at the end of each scheduled school semester.

Transcripts

Transcripts are released only at the written request of the student or parents of high school students who are under 18 years of age, except in cases as outlined by the Family Educational Rights and Privacy Act. Requests should be sent directly to the Office of the Registrar. Official transcripts bear the signature of the registrar and the School seal and are normally sent directly to other institutions or agencies in sealed envelopes. Unofficial transcripts may be requested for students' personal use or may be downloaded from the website. High school students, while enrolled at UNCSA, will be allowed transcripts free of charge, and can request copies of their transcript through the high school guidance office. The charge for all other transcripts is \$7 each. Transcripts will not be released for students who have an outstanding financial obligation to the school.

Course Substitution

Students may need to seek course substitutions on the basis of a documented disability which inhibits the ability to learn certain subjects. For example, students with certain types of learning disabilities may find it next to impossible to learn foreign languages or mathematics. While tutoring and accommodations may help some students succeed in these courses, others may be unable to succeed even with the use of academic adjustments and accommodations. In such situations, students may request a substitution for the course in question. *If the course in question is considered to be an essential part of the student's program, a substitution cannot be granted.*

The process established by the UNCSA for requesting a substitution is as follows:

1. Student *must* have a diagnosed disability that would prohibit his/her ability to learn the subject matter in question. Only those students who are registered with a disability may make a request for a course substitution.
2. The student writes a letter to the Director of Counseling and Testing Services requesting the substitution. This letter should contain details of past attempts to take the course (or related courses), information about the disability, and a specific request to substitute the course.
3. The Director of Counseling and Testing Services will review the disability documentation, transcripts and the student's letter. If documentation verifies the presence of a disability that would warrant a course substitution, the director will contact the appropriate art school or academic program and ask a dean to recommend a logical course for substitution best suited for the student's major.

4. The Director of Counseling and Testing Services will rely solely on the respective faculty to determine if the course in question is “essential” to the program. The Director of Counseling and Disability Services will submit findings, including the recommendation of the dean (or designate) from the appropriate art school or academic program, to the Provost, who either approves or rejects the request for substitution. The registrar and the respective dean are informed if the substitution is approved so that the student’s records can be credited with the substitution. The student will be notified of the decision either by phone, e-mail, letter, or in person.

COUNSELING AND TESTING SERVICES

1533 S. MAIN STREET, WINSTON-SALEM, NORTH CAROLINA 27127-2188
TELEPHONE (336) 770-3277 FAX (336) 770-1492 WWW.UNCSA.EDU

Office of Student Financial Aid

Jane C. Kamiab, Director

The mission of the Office of Student Financial Aid is to serve prospective students and currently- enrolled students by providing information, assistance and guidance on ways to plan for and meet the costs of education at the University of North Carolina School of the Arts. This office administers a full range of federal, state, university, and private aid programs.

Financial aid is provided to supplement what the student and parents can contribute toward the costs of the student's education. The primary responsibility for paying for education rests with the student and his or her parents, who are expected to meet as much of the cost as possible.

Applying for Financial Aid

Out-of-state high school students may apply for institutional need-based scholarships. To be considered for need-based scholarships, the Free Application for Federal Student Aid (FAFSA) should be completed and submitted. Although high school students are not eligible for federal aid, the information provided on the FAFSA will enable the Office of Student Financial Aid to make decisions about eligibility for need-based institutional scholarships. Note: Need-based scholarships for high school students are extremely limited.

Other scholarships may be awarded by the arts dean, based on talent determined at the time of audition or evaluations. Students interested in talent scholarships may also wish to complete the FAFSA since the arts dean may use this information in combination with talent qualifications to make scholarship awards.

High school students who are certified residents of South Carolina may be eligible for funding from the South Carolina Tuition Grant. These students should contact the Office of Student Financial Aid for further information.

Students will be notified about scholarship awards by the Office of Student Financial Aid.

Outside Scholarships

Scholarship information may be available from private foundations, religious organizations, community organizations, and civic groups, as well as professional organizations related to your field of interest. Be sure to explore these opportunities in your community.

The Internet offers a wide range of free information and resource listings for students and prospective students in all areas of study. In addition, students can find free information in the reference section of local libraries (usually under "student aid" or "financial aid"). These materials typically include information about private scholarships.

NOTE: Students awarded any scholarships from sources outside of UNCSA are required to report the amount and source to the Office of Student Financial Aid. If your financial aid package includes need-based aid, it is possible that a reduction in previously-awarded aid may be necessary.

Renewal of Financial Aid

Applicants must file a new FAFSA each year of enrollment to continue to be considered for need-based aid. Applicants can complete the FAFSA online at the following Internet address: <http://www.fafsa.ed.gov>.

Awards may vary from year to year based on changes in family circumstances and availability of funds.

Student Responsibilities

Students have the responsibility to:

- Apply for admission;
- Complete all financial aid forms accurately and submit them in a timely manner;
- Reapply for financial aid each academic year;
- Provide any additional information as requested by the Office of Student Financial Aid or any other UNCSA office;
- Inform the Office of Student Financial Aid of any personal changes (increase or decrease in your financial resources, change in name, address and/or Social Security number, withdraw or transfer from UNCSA);
- Enroll for the necessary number of credit hours;
- Maintain satisfactory academic progress;
- Honor the policies and procedures set forth in the UNCSA Bulletin and the High School Handbook;
- Request any information you feel is necessary;

Student Rights

Students have the right to:

- Obtain information about the student aid programs available at UNCSA;
- Apply and be considered for assistance;
- Request an explanation of any phase of the financial aid process;
- Request special consideration if your family's financial circumstances change significantly (students/families must take the initiative to notify the Office of Student Financial Aid of these changes);
- Request an appointment with the Director of Student Financial Aid concerning financing your education;
- Request information concerning academic programs, costs and refunds, physical facilities, student retention, etc.

Office of Student Accounts and Cashiering

Trish Garner, Director

Tuition and Fees

Tuition and fees must be paid before the beginning of each semester for which the student is enrolled. Students may not attend classes until such payment is received.

The University of North Carolina School of the Arts reserves the right, with the approval of the proper authorities, to make changes in tuition and other fees at any time.

Questions concerning payment of tuition and fees should be directed to the Student Accounts office/Financial Services located in the Welcome Center/second floor.

View 2011-2012 tuition and fees (subject to change):

<http://www.uncsa.edu/admissions/tuitionandfees.htm>

Withdrawal and Refund Policy

Students (excluding in-state high school students) who officially withdraw from UNCSA may be entitled to a proportionate refund of tuition and fees. To receive the refund to which a student is entitled, if any, the student must submit the appropriate withdrawal form, available from the registrar. In order for the student to be eligible for consideration for a refund, the student must be in good standing at the time of withdrawal.

Withdrawal Time Frame (for Non-Title IV Federal Aid Recipients)

Percentage of total tuition, fees, room and meal plan to be refunded (minus nonrefundable advance payments) (excluding in-state high school students)

Through 1st week	90 percent
Through 2nd week	80 percent
Through 3rd week	60 percent
Through 4th week	40 percent
After 4th week	0 percent

Attendance is counted from the first day of required attendance in a semester. Fractions of a week count as a full week. No refunds will be made following the fourth week. Exceptions to the policy may be reviewed by the Tuition and Fees Appeals Committee. Refunds of less than \$1 will not be issued. If a student withdraws or cancels registration before the first day of classes, no financial aid will be disbursed, and the student will be responsible for any charges he/she may owe.

Suspension or Unofficial Withdrawal

Students who are suspended for disciplinary reasons or who do not formally withdraw is not eligible for a refund of tuition, fees, room, or meal plan.

Refundable Placement Deposit

In the fall of 2001, the N.C. Legislature approved funding for residents to attend the University of North Carolina School of the Arts high school free-of-charge. This makes attending UNCOSA possible for many young people who may not have been able to consider this option. Predictably, this benefit has stimulated an increase in applications. To assist in planning, UNCOSA must know whether an accepted student plans to attend when the academic year begins in the fall. With this in mind, the following policies are in place:

For new high school in-state students, the \$300 Refundable Placement Deposit should be received in the Office of Admissions no later than May 30. This date will also serve as the cutoff date to request refund of a deposit made prior to May 30.

Should a student decide not to attend UNCOSA, the Placement Deposit will be refunded upon written notification prior to May 30 to the Office of Admissions. No refunds will be issued to students who notify UNCOSA of a change of plans after May 30.

Students living within a radius of 25 miles of the School are not required to live on campus; however, they may be granted campus housing by completing a housing contract and remitting the Placement Deposit prior to May 1. After this date, students living within a 25-mile radius of the campus will be provided campus housing only if space is available.

Advance Housing Payment - New and Returning Students

All students (excluding in-state high school students) are required to pay a \$300 advance housing payment to reserve a space in an on-campus residence hall.

New students (excluding in-state high school students) are required to pay the \$300 advance housing payment at the same time the advance tuition payment is paid. When a new student is fully accepted for admission to UNCOSA, he or she is notified by the Office of Admissions that the tuition and housing payments are due and payable. The advance housing payment shall be applied against the student's housing fee. Procedures for refund are the same as for the advance tuition payment.

Returning students (excluding in-state high school students) are required to pay the \$300 advance housing payment during the spring semester in order to reserve a residence hall space for the following fall semester. This advance payment shall be applied against the student's fall housing fee. Procedures for refunds are the same as for the advance tuition payment.

High School Academic Program

Jill Lane, Dean

I. Overview

The primary mission of the University of North Carolina School of the Arts is to train young artists for professional careers in the arts. However, from its beginning, the School has had a strong commitment to providing a sound, supporting curriculum of academic studies to ensure the broader education of the artist. Vittorio Giannini, UNCASA's Founding President, put it this way as he spoke in 1963 of his plans for the School:

"It is not enough to be trained as an artist, but as a person. As an artist you will express yourself as a person, and the richer you are as a person the better your expression will be. So, in this framework, you will have academic study."

The High School Academic Program provides young artists in grades 9-12 with a broad, challenging, and engaging curriculum and offers rigorous instruction in the core disciplines of English, Mathematics, Foreign Language, Science, Social Studies, and Wellness. Faculty and administration value a spirit of free inquiry and mutual respect in the classroom and promote a community that provides equal access and support for all students. The High School Academic program is devoted to developing thoughtful, ethical, compassionate, creative, responsible life-long learners. Students who successfully complete the program are awarded the University of North Carolina School of the Arts High School Diploma.

II. Admissions and Course Transfers

The High School Academic Program reviews all high school admissions applications after applicants have been recommended for admission by the Schools of Dance, Drama, and Music and the Visual Arts Program. The High School Academic Program may agree to admit or deny admission to UNCASA high school applicants.

The High School Academic Program transfers new students' prior course credits to UNCASA transcripts. Once a student has been accepted to UNCASA, no course credit may be transferred to UNCASA, except for the courses in progress at the time of the student's initial admissions review, without the permission of the High School Academic Program. No coursework taken before the ninth grade may count toward the UNCASA high school graduation requirements.

Home-school courses submitted for transfer credit are also subject to a review by subject-area faculty before credit is granted. If transfer credit is denied for one or more home-school courses, the student must take the course(s) in question while enrolled at UNCASA. At the discretion of the High School Academic Program, math, science, and foreign language credits earned in a home school, private school, or other school where course content is unclear may be transferred only after the student has taken a UNCASA placement test in those subjects prior to the first day of classes.

III. High School Policies

A. Registration

Registration takes place at the beginning of each semester. Students must show evidence of payment of tuition and fees prior to enrolling in courses. All students are required to register and will not be granted entry to classes without having done so. New students will receive instructions regarding times and places of registration, orientation and placement testing during the summer before their arrival at the School.

While UNCSA high school students enroll in year-long courses at the beginning of each academic year, all students are required to register at the beginning of each semester. High school students are required to attend classes continuously and are not permitted to miss classes at the beginning of the semester. Arrangements for payment of tuition and fees for high school students must be made on a timely basis each semester, and students must be cleared by the financial services office for class attendance by either:

- presenting a receipt to reflect that all tuition and fees have been paid at the time of registration;
- in exceptional cases, making arrangements with the financial services office to pay the tuition and fees on a schedule to be determined in consultation with Director of Business Affairs.

High school students who fail to make the necessary arrangements within one week after the beginning of classes in any semester may be asked to withdraw, and will not be able to receive credit for classes.

Significant arts and academic class work begins on the first day of each semester. Therefore, students are expected to be present for registration and to attend classes as scheduled on that day. Students who register or start classes late may not make up the academic work they miss as a result of their late arrival, and no one will be permitted to register as a full-time student after the completion of the fourth day of classes in a given semester. If a student's late arrival on campus results from circumstances clearly beyond the student's control, an appeal from the student's parent or legal guardian may be made in writing to the Dean of the High School Academic Program and to the student's arts school dean. This written appeal must be received by noon of the second day of classes. Vacation plans and attendance at summer programs do not constitute grounds for appeal.

B. Student Responsibility for Coursework

In submitting assignments and projects for courses, students take responsibility for their work as a whole, and imply that, except as properly noted, the ideas, words, material and craftsmanship are their own. In written work, if students cite from a source of information or opinion other than themselves without giving credit, either

within the body of their texts or in properly noted references and without using quotation marks where needed, or otherwise fail to acknowledge the borrowings, they have in fact presented the work, words or ideas of others as if they were their own. Failure to abide by those simple principles of responsible scholarship is dishonest, as is receiving or giving aid on tests, examinations or other assigned work presumed to be independent or original. A student whose work is found to be dishonestly accomplished and submitted for a grade as his or her own will, at the teacher's discretion, receive no credit (a zero) for that assignment. The teacher may require that the student revise and re-submit the assignment for a grade, but this new grade may not replace the zero received on the earlier attempt. The High School Academic Program may withdraw a student from a course without credit if he or she repeatedly plagiarizes graded work.

C. Academic Probation

Because a high school student's graduation from UNCSA is contingent upon the successful completion of required academic courses, the High School Academic Program may place a newly admitted or currently enrolled student on academic probation if he/she has failed one or more academic courses in a previous semester, if currently enrolled students have acquired excessive absences in one or more academic courses during a previous semester, or if currently enrolled students have repeatedly violated the Student Code of Conduct or the policy on Student Responsibility for Coursework. Students placed on academic probation will receive a letter from the High School Academic Program detailing the reasons and expectations for their probationary semester(s). Should a student fail to meet the expectations of the probation, the High School Academic Program may recommend that the student be withdrawn from UNCSA or barred from returning to UNCSA the following academic year.

D. Class Attendance

Regular, prompt class attendance is a student's responsibility and the expectation of the faculty of the High School Academic Program. Each high school student is provided with a copy of the High School Academic Program attendance policy and is responsible for knowing and abiding by its rules and procedures. A student with excessive unexcused absences in a course, as defined by the attendance policy, may be withdrawn from that course without credit. New and currently enrolled high school students who have excessive absences during past semesters and/or who have failed one or more courses in a previous semester may be placed on academic probation. Failure to meet the expectations of this probation may result in a student's withdrawal from UNCSA.

E. Long-Semester Absence for Medical Reasons

A student who must leave school for medical reasons, either by order of the UNCSA Wellness Center or by choice (with a physician's written recommendation), may remain enrolled in High School Academic Program courses with excused absences for up to a total of twelve (12) consecutive academic class days. Arts Wednesdays will not count against these twelve days. During this time, the student's academic

teachers will make reasonable efforts to send home the student's academic coursework and assignments. After missing twelve consecutive academic class days, however, a student on medical leave will be withdrawn from UNCSA and UNCSA will assist the student in the process of transferring to another school by providing documentation of academic work completed while enrolled at UNCSA. A student withdrawn from UNCSA after an extended medical leave will be allowed to re-apply for admission for the next academic semester. Acceptance will be subject to the approval of the UNCSA Wellness Center, the relevant Art School Dean, and the High School Academic Program.

F. Non-Resident Status Graduation

In rare circumstances, twelfth-grade students who must withdraw from UNCSA during the academic year may receive permission, upon request, to complete their UNCSA high school diploma requirements through an approved correspondence or on-line program and qualify to receive the UNCSA high school diploma. Typically, only seniors who have experienced a catastrophic event (medical or financial) or who have been hired by a professional performing arts company during the course of their senior year may be given permission to graduate non-residentially. These students must receive permission from their Arts School Dean and from the High School Academic Program, which maintains the UNCSA high school graduation list and monitors a student's progress while on non-resident status. This permission is valid for one twelve-month period from the date of permission, after which the High School Academic Program will permanently remove a non-resident student from the graduation list. High school seniors who have been suspended long-semester from UNCSA for disciplinary reasons are not eligible to graduate from UNCSA on a non-resident status basis and must adhere to the requirements of their suspension for re-applying to and graduating from UNCSA.

IV. High School Diploma Requirements

Students must meet the course and credit requirements of the University of North Carolina School of the Arts for the high school diploma. These academic requirements are similar to the diploma requirements at traditional public and private high schools. Additionally, the High School Academic Program requires that all 12th-graders be enrolled in at least two academic courses, that all 11th-graders be enrolled in at least three academic courses, and that all 10th-graders, all 9th-graders, and all 8th-graders be enrolled in at least four courses throughout the school year. Electives beyond the basic academic requirements for graduation may be chosen from available high school courses for qualified students, college courses, schedule permitting. UNCSA high school students may not take academic courses in the High School Academic Program unless they are enrolled full-time in a UNCSA arts program, with the exception of students approved by both the High School Academic Program and a student's art school for Non-Resident Status Graduation. Furthermore, no UNCSA high school student may be simultaneously enrolled in another academic credit-granting school, including correspondence and on-line programs, without the permission of the High School Academic Program.

Total Credits Required for High School Graduation*:

English	4 units
Mathematics (Including Algebra I)	3 units
Science (1 Physical Science, 1 Biology, 1 additional science)	3 units
Social Studies (1 U.S. History, 1 Civics/Economics, 1 World History)	3 units
Wellness /Health and Physical Education	1 unit
Electives (Including Arts)	<u>6 units</u>
Total	20 units

*Total to be accumulated in grades 9-12

V. Course Descriptions

English Program

The English program seeks to introduce students to a wide variety of texts and their individual characteristics; expand literacy by taking analysis beyond written texts; foster the close reading and analysis of texts of various kinds; develop critical thinking skills; and develop the written and oral expression of ideas and analysis. Each successive level adds to and deepens the skills expressed in these principles and prepares students for college level work.

ENG 0011, 0012: English I: Composition and Literary Forms

(.50 unit per semester)

English I uses prose, fiction, poetry, and drama to develop a vocabulary for critically discussing and writing about literature. The course explores literature both creatively and analytically with an emphasis on developing a thesis.

ENG 0013, 0014: Yearbook

(.125 unit per semester)

The yearbook course is a collaborative business venture whose primary goal is to produce an accurate, thorough, consistent, technically correct record of the lives, emotions, and activities of UNCSA high school students. The yearbook course requires students to take part in all aspects of production of the yearbook including: creating a theme, designing the cover and layout, taking photographs, and writing articles. This course does not satisfy any of the English requirements for graduation

ENG 0021, 0022: English II: Composition and Introduction to Literary Critical Analysis

(.50 unit per semester)

English II uses the three main literary genres—prose fiction, poetry, and drama—to develop a student’s ability to read and analyze a text, generate an interpretation of its meaning, and communicate that interpretation both in discussion and writing. The class prepares students for college-level writing by fostering a critical awareness of their own writing and the requirements of thesis-driven essays. This class also emphasizes independent work and study skills.

ENG 0025, 0026: Readings and Writings in World Literature for Non-native Speakers of English

(.50 unit per semester)

This course for non-native speakers of English emphasizes the skills necessary for analyzing and synthesizing literature through the practice of basic literary analysis. Standard literary semesters are introduced and applied to the written analysis of short fiction, non-fiction, plays, and poetry. Works of literature vary each year. Writing workshops, writing conferences, and peer conferences are also a regular part of the course. The course is open to students whose first language is not English, and who have scored the UNCSA minimum requirement of 55 on the SLEP test.

ENG 0031, 0032: English III: American Literature

(.50 unit per semester)

English III engages students in a close reading of influential and representative works of American fiction and non-fiction. Along with regular reading and discussion, the course includes the composition of analytical essays, personal essays, and fiction.

ENG 0035, 0036: Advanced Literature and Language Arts for Non-native Speakers of English

(.50 unit per semester)

This advanced course for non-native speakers of English introduces advanced analysis and synthesis of literature and provides continuing study of literary analysis. This advanced study of literature includes analyzing longer and more challenging texts, including works of poetry, drama, and literature. Prerequisites: *Readings and Writings in World Literature for Non-native Speakers* or permission of the instructor.

ENG 0041, 0042: English IV: Senior Seminar

(.50 unit per semester)

English IV: Senior Seminar is a seminar-style course in which students read and discuss influential literary works from a variety of historical periods and cultures. Students will write analytical papers as well as personal essays, fiction, poetry, and arts reviews. There will be particular emphasis on discussion skills; students are encouraged to use the class to expand their ideas and develop their writing. This course expands the curriculum to include texts in a variety of media, including student performances.

**ENG 0043, 0044: English IV: Literature and Film
(.50 unit per semester)**

English IV: Literature and Film guides students in viewing film critically as a text to be read and analyzed and explores the intersections of literature and film. The course further develops writing skills through a variety of written responses to texts, with a strong emphasis upon college-level writing requirements.

**ENG 0051, 0052: Advanced Placement English Language and Composition
(.50 unit per semester)**

Advanced Placement English Language and Composition is a seminar-style course for juniors that engages students in becoming critical readers of fiction and non-fiction prose written in a variety of periods, disciplines, and rhetorical contexts. The purpose of such literature is to aid students in understanding a writer's rhetorical and linguistic choices, rather than to study literary conventions. Reading and writing assignments are designed to guide students towards a greater awareness of the interactions among a writer's purposes, his or her subjects, and the audience's expectations, as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Students can qualify for credit at many colleges upon satisfactory completion of the College Board Advanced Placement English Language and Composition exam.

**ENG 0053, 0054: Advanced Placement English Literature and Composition
(.50 unit per semester)**

This seminar-style course for seniors engages students in the careful reading and analysis of all genres of literature. Through close reading, discussion, and writing about literary texts, students deepen their understanding of how writers use language to create meaning. Students will examine how narrative structure, stylistic devices such as figurative language and symbolism, setting, and character development contribute to thematic ideas. Reading assignments are selected from a variety of historical periods and cultures, with a strong emphasis on poetry, drama, and fictional prose (short story, novella, and novel). Writing experiences include responses to poetry and prose passages, in-and out-of-class essays, and a personal essay. Students can qualify for credit at many colleges upon satisfactory completion of the College Board Advanced Placement English Literature and Composition exam.

Mathematics Program

The mathematics program is designed to provide the opportunity for mastery of fundamental principles and basic techniques of mathematics and to offer advanced study in college-preparatory courses. The curriculum emphasizes collecting and analyzing data, solving real-world application problems, representing functions in a variety of ways, and communicating about mathematics. Placement testing may be required prior to enrollment in any mathematics course.

**MAT 0001, 0002: Discovering Algebra
(.50 unit per semester)**

Discovering Algebra is an introductory algebra course designed to prepare students for Algebra I. Topics of study include simplifying expressions using order of operations,

solving linear equations in one variable, solving problems involving proportions and percents, graphing linear functions, and writing equations of lines. Current technology will be used where appropriate.

**MAT 0011, 0012: Algebra I
(.50 unit per semester)**

Algebra I is one-year, comprehensive course designed to develop a solid foundation of algebra skills. Topics of study include solving linear equations in one variable, graphing and writing linear functions, solving linear systems of equations, solving quadratic equations, and simplifying expressions using laws of exponents. Practical applications and the use of current technology will be included. Prerequisite: placement testing or Discovering Algebra.

**MAT 0021, 0022: Geometry
(.50 unit per semester)**

This Euclidean geometry course contains an in-depth analysis of the properties of and relationships between geometric objects. The course includes the study of points, lines, planes, angles; polygons, with a special focus on quadrilaterals, triangles, and right triangles; and circles. Problem-solving is emphasized, and an understanding of proof and logic is developed. Prerequisite: Algebra I.

**MAT 0031, 0032: Algebra II: Foundations
(.50 unit per semester)**

Algebra II: Foundations is a second year algebra course that includes an extensive review of Algebra topics. The course includes the study of linear, exponential, and quadratic functions with emphasis placed on the mastery of algebraic skills. Current technology will be used where appropriate. Prerequisite: Algebra I

**MAT 0033, 0034: Algebra II: Advanced
(.50 unit per semester)**

Algebra II: Advanced reinforces and extends topics begun in Algebra I. The course includes the study of linear, exponential, quadratic, logarithmic, and polynomial functions. Algebraic skills and critical thinking skills will be developed through problem-solving and the use of current technology. This course is a preparation for Pre-Calculus. Prerequisite: Algebra I

**MAT 0041, 0042: Advanced Functions and Modeling
(.50 unit per semester)**

Advanced Functions and Modeling is designed to further strengthen algebraic manipulation and graphing skills while introducing a selection of other topics and applications. Additional topics may include trigonometric functions, sequences and series, and probability. Concepts will be applied to real-world situations and technology will be used regularly. Prerequisite: Algebra II.

MAT 0043, 0044: Pre-Calculus**(.50 unit per semester)**

The central theme of Pre-Calculus is functions as models of change. The course includes study of linear, quadratic, exponential, logarithmic, periodic, rational, and polynomial functions. Emphasis is placed on multi-representational approaches to Pre-Calculus, with functions being expressed graphically, numerically, symbolically, and verbally. This course is designed to prepare students for the study of calculus. Prerequisite: Algebra II.

MAT 0051, 0052: Advanced Placement Calculus AB**(.50 unit per semester)**

AP Calculus AB is primarily concerned with developing students' understanding of the concepts of calculus and providing experience with its methods and applications. Technology is used regularly in the course to study the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling. The course emphasizes multi-representational approaches to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Importance is placed upon the connections among these representations. Students can qualify for credit at many colleges upon satisfactory completion of the College Board Advanced Placement Calculus AB exam. Prerequisite: Pre-Calculus or equivalent.

MAT 0053, 0054: Advanced Placement Statistics**(.50 unit per semester)**

AP Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The course includes analysis of data through the use of graphical and numerical techniques to study patterns and departures from patterns; the collection of data through well-developed plans; the development of the use of probability as the tool for anticipating what the distribution of data should look like under a given model; and the use of statistical inference to estimate population parameters and test hypotheses. Important components of the course include the use of technology, projects and laboratories, cooperative group problem-solving, and writing, as parts of concept-oriented instruction and assessment. Students can qualify for credit at many colleges upon satisfactory completion of the College Board Advanced Placement Statistics exam. Prerequisite: Algebra II or equivalent, but Pre-Calculus or equivalent strongly recommended.

Science Program

The science program is designed to introduce the student to the fundamental principles and basic techniques of science and to offer advanced study in specific subjects. The program emphasizes a hands-on curriculum that allows students to explore, develop, and apply scientific knowledge and skills to the world around them.

SCI 0011, 0012: Physical Science**(.50 unit per semester)**

This ninth-grade science course is an introduction to the basic principles of physics and chemistry and provides the foundations necessary to do well in later science courses. Students will learn and refine the following skills in the classroom and in the laboratory:

observing; measuring; classifying, gathering, interpreting and displaying data; identifying and controlling variables; problem-solving; and forming conclusions.

**SCI 0021, 0022: Biology
(.50 unit per semester)**

Biology presents a study of the basic biological topics, principles, and techniques through lecture, group work, class discussion and laboratory. Topics may include, but are not limited to, the following: the nature, process and history of science; cell biology; the molecular basis of heredity; biological evolution; interdependence of organisms; matter, energy, and organization in living systems; behavior of organisms. Students may also explore the cultural, social, economic and political issues embedded in the biological sciences. This course is offered to students in grades 10, 11, 12. Prerequisite: one unit of high school Environmental or Physical Science.

**SCI 0031, 0032: Chemistry
(.50 unit per semester)**

Chemistry provides a study of chemistry concepts in the context of societal issues. This lab-based course emphasizes concepts relevant to the topics and issues under study, the evaluation of data, and decision-making based on knowledge and observations. The course features activities that give students practice in applying their knowledge of chemistry. Prerequisites: Biology and Algebra II or current enrollment in Algebra II.

**SCI 0041, 0042: Advanced Environmental Science
(.50 unit per semester)**

Advanced Environmental Science focuses on the following themes: (1) The energy conversions that underlie all ecological processes; (2) the earth as one interconnected system; (3) the role that humans play in altering natural systems; (4) the development of sustainable systems. Prerequisite: one year of High School Biology.

**SCI 0043, 0044: Physics
(.50 unit per semester)**

This course provides a lab-based, conceptual and mathematical approach to the study of physics. The course emphasizes problem-solving, data collection and analysis, and presentation and discussion of data collected during laboratory work. Topics may include, but are not limited to, the following: mechanics; electricity and magnetism; sound and light. Prerequisites: Biology and Algebra II.

**SCI 0045, 0046: Biology Research and Experimental Design
(.50 unit per semester)**

Biology Research and Experimental Design will give students experience designing and conducting research on subjects of interest to them within selected biological topics. These topics may include animal and plant behavior, genetics, photosynthesis and respiration, cell and molecular biology, and population studies. Emphasis will be placed on data collection, data analysis, and science writing. This course is intended for 11th and 12th graders. Prerequisites: Biology and Chemistry

Foreign Language Program

The purpose of the high school French and Spanish programs is to prepare students to use and enjoy the target language beyond the high school classroom in contexts ranging from everyday life to further study at the university level. Students who place out of Advanced French or have begun the study of German or Italian at a former school should speak to the guidance counselor about possible enrollment in the college French, German or Italian series.

FRE 0011, 0012: French I (.50 unit per semester)

French I provides an introduction to the basic sounds, speech patterns, grammar and vocabulary of French. Emphasis is placed upon developing proficiency in speaking, listening, reading, and writing while learning about aspects of the Francophone world. Students who have had French in elementary or middle school should ask the instructor/guidance counselor about taking the placement test for French II.

FRE 0021, 0022: French II (.50 unit per semester)

French II offers continued study of the language and aspects of Francophone culture, including essential grammar and vocabulary. Focus is placed upon increasing proficiency in speaking, listening, reading, and writing; strengthening the ability to analyze, understand, and apply new concepts; and building confidence in conversational skills. This course includes a review of French I vocabulary and grammar. Prerequisite: French I; placement testing.

FRE 0031, 0032: Advanced French (.50 unit per semester)

Advanced French offers an in-depth study of the French language and aspects of Francophone culture, including advanced grammar structure and vocabulary. Authentic Francophone texts, music, videos, and films are used to expand proficiency in speaking, listening, reading, and writing; to strengthen students' ability to analyze, understand and apply new concepts; and to build confidence in conversational skills. The course is conducted primarily in French. Prerequisite: French II; placement testing.

SPA 0011, 0012: Spanish I (.50 unit per semester)

Spanish I introduces students to basic grammar structures and vocabulary of the Spanish language, as well as to cultural and social aspects of the Hispanic world. Emphasis is placed on a communicative approach and student participation. Students who have had Spanish in elementary or middle school should ask the instructor/guidance counselor about taking the placement test for Spanish II.

SPA 0021, 0022: Spanish II (.50 unit per semester)

Spanish II offers continued study of vocabulary and grammar for communication in Spanish, as well as for a study of Hispanic culture. Emphasis is placed on a communicative

approach and student participation. Most of the class is conducted in Spanish. This course includes a review of Spanish I vocabulary and grammar. Prerequisite: Spanish I; placement testing.

**SPA 0031, 0032: Advanced Spanish
(.50 unit per semester)**

Advanced Spanish offers an in-depth study of the Spanish language, including advanced grammar structures and vocabulary. This course also includes a study of Hispanic culture, literature, and art. Most of the class is conducted in Spanish. Emphasis is placed on a communicative approach and student participation. Prerequisite: Spanish II or placement testing.

Social Studies Program

The social studies curriculum focuses on the literacy of world and United States history, politics, economics and cultural studies. It emphasizes the development of good citizenship in a culturally diverse and democratic society in an interdependent world.

**SST 0011, 0012: World History
(.50 unit per semester)**

This survey course uses an historical approach to the study of human experience throughout the world from ancient to contemporary times. The contributions of and the patterns of living in civilizations around the world will be examined. This course is offered for students in grade 9.

**SST 0021, 0022: Civics and Economics
(.50 unit per semester)**

Civics and Economics provides a study of political, legal, and economic systems in the United States and around the world. This course encourages students to hone citizenship skills as they engage in critical issues facing contemporary society. This course is offered for students in grade 10.

**SST 0031, 0032: United States History
(.50 unit per semester)**

United States History is a survey course that focuses on social, political, economic, and cultural issues and how these issues have influenced American society over time. This course emphasizes the uniqueness of American institutions and their importance in the world today. This course is offered for students in grades 11 and 12.

**SST 0041, 0042: World Cultural History
(.50 unit per semester)**

This course focuses on the common themes of human experience throughout the world from ancient to contemporary times, enabling students to establish links across time and across cultures. This course is offered for students in grades 11 and 12 who have not completed the UNCSA graduation requirement for World History. May be taken as a social studies elective.

**SST 0043, 0044: Advanced Civics and Economics
(.50 unit per semester)**

Advanced Civics and Economics provides an advanced study of political, legal, and economic systems in the United States and around the world. This course helps students hone citizenship skills as they engage in critical issues facing contemporary society. This course is offered for students in the 11th and 12th grades who have not completed the UNCSA graduation requirement for civics and economics. May be taken as a social studies elective.

**SST 0051, 0052: Advanced Placement United States History
(.50 unit per semester)**

The Advanced Placement United States History course is designed to introduce political, economic, social, diplomatic and cultural concepts of American history from its colonial beginnings to the present day. Great emphasis will be placed upon themes that include American diversity and identity, politics and citizenship, demographic and economic transformations, reform efforts, and diplomacy and war. Students can qualify for credit at many colleges upon satisfactory completion of the College Board Advanced Placement exam in United States History.

**SST 0053, 0054: Advanced Placement European History
(.50 unit per semester)**

Advanced Placement European History is designed to introduce the wide spectrum of social, political, artistic, and diplomatic changes confronting Europe from the High Middle Ages of the 14th century to the present day. Great emphasis will be placed upon the factual intricacies of European history, a variety of historical sources, and the great works of history beginning with the Renaissance. Students can qualify for credit at many colleges upon satisfactory completion of the College Board Advanced Placement exam in European History. This class will be offered in alternating years beginning in 2010-11.

**SST 0055, 0056: Advanced Placement United States Government and Politics
(.50 unit per semester)**

This college-level high school course gives students an analytical perspective on government and politics in the United States. This course involves both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. political reality. Particular topics include the Constitutional underpinnings of U.S. government; the institutions of national government; political beliefs and behaviors; political parties, interest groups and mass media; public policy; and civil rights and civil liberties. Students can qualify for credit at many colleges upon satisfactory completion of the College Board Advanced Placement exam in United States Government and Politics. For 11th- and 12th-graders only, this course meets the Civics and Economics high school diploma requirement at UNCSA, but may be taken by students who have already completed the Civics and Economics or Advanced Civics and Economics course, or its equivalent, at another school.

SST 0057, 0058: Advanced Placement Art History (.50 unit per semester)

AP Art History is designed to provide the same benefits to high school students as those provided by an introductory college course in art history. In the course, students examine major forms of artistic expression from the ancient world to the present and from a variety of cultures. They learn to look and analyze works of art within their historical context, and to articulate what they see or experience in a meaningful way. A meaningful way to experience works of art is learning to frame an understanding that relates how and why works of art communicate visual meaning. Students can qualify for credit at many colleges upon satisfactory completion of the College Board Advanced Placement exam in Art History.

Wellness Program

The Wellness program is designed to provide students with a comprehensive health and fitness education. The curriculum is designed to enhance the physical, intellectual, emotional, social, and environmental well-being and dignity of the individual and the community. The conservatory environment of UNCSA affords a unique opportunity for students to receive arts-specific wellness instruction in their arts courses. In the case of dance and drama students, physical activity is also a significant component of regularly scheduled arts courses. In addition, residential programming provides students with opportunities to explore social and emotional components of wellness. The High School Academic Program offers a Wellness course that supplements wellness instruction offered in the arts and residential areas.

HEA 0011, 0012: Wellness (.50 unit per semester)

Wellness introduces students to a holistic approach to wellness and provides tools to cultivate a balanced life. The course topics include physical, emotional, social, intellectual, and occupational health. The course is tailored to be specific to the needs of young artists in a residential environment.

Policy for Admission of High School Students to Undergraduate Academic Program courses

Only those high school students who meet the following criteria will be allowed to enroll in UNCSA Undergraduate Academic Program courses; acceptance is not automatic.

Grade level – 11 or 12

Test scores

Grade 11 – PSAT/SAT I or achievement test score required

Grade 12 – PSAT/SAT I/ACT scores required

High school credits

Grade 11 – 12 units completed, including 8
required courses

Grade 12 – 13 units completed, including 10
required courses

Grade average in required courses (English, social studies, math, science): at least

3.0,
with no failing grades in these areas.

Acceptable reasons for enrollment include:

- Advanced study beyond that which is offered in the high school curriculum.
- Elective credit in areas not offered in the high school curriculum.
- Early college credit if high school diploma requirements are already completed.

To enroll in Undergraduate Academic Program courses, a high school student must first speak with High School Academic Program (Assistant Dean or Guidance Counselor) at least one week before the start of Undergraduate Academic Program classes each semester. The High School Academic Program will verify the student's eligibility, check to make sure that the requested course will fit into the student's class schedule, and make a formal request on the student's behalf to the relevant Undergraduate Academic Program faculty member. Once this faculty member grants permission, the student will be enrolled in the course.

Available Courses

Eligible high school students may enroll in only one Undergraduate Academic Program course per semester, if approval is granted and space permits. Students may select courses from any of the Undergraduate Academic Program offerings except ENG 1101, 1102; MST 1100, 1101; and HUM 2101, 2102; and courses restricted to specific student groups.

Textbooks for UNCSA Undergraduate Academic Program Courses

High school students are responsible for purchasing their own textbooks for Undergraduate Academic Program courses, with the exception of students who have already begun studies of German or Italian at a former high school and need a second year of German or Italian (GER 2101 or ITA 2101) to meet future college entrance requirements. The High School Academic Program will provide texts for GER 2101 and ITA 2101 only, since high school academic courses in German and Italian are not offered by UNCSA.

Course Credit

High school students who later enroll in a college or university may submit their UNCSA Undergraduate Academic Program courses to that institution for transfer consideration. All such courses are transferable as college credit; however, receiving institutions reserve the right to decide how and if these credits will appear on their transcripts. UNCSA high school graduates who later enroll as undergraduates at UNCSA may receive advanced standing for Undergraduate Academic Program courses completed successfully with a grade of "C" or better if these courses were not required as elective credits to meet the UNCSA high school diploma requirements.

The School of Dance

Brenda Daniels, Interim Dean

I. Overview

The purpose of the School of Dance is to identify and prepare young, talented dancers for professional performing careers. Our rigorous and nurturing conservatory approach develops technically sound, artistically sensitive and stylistically versatile dancer-artists. Distinguished full time faculty work closely with students and share their professional expertise through a unique and comprehensive curriculum. Visiting guest artists, choreographers and company residencies bring fresh perspectives on current trends in the field. Recognizing that performing is an integral component of dance training, the School of Dance offers regular performance opportunities and is committed to presenting world-class repertory in our concerts.

The University of North Carolina School of the Arts awards the High School Diploma with concentrations in Ballet or Contemporary Dance. Both concentrations emphasize the strong fundamentals particular to each, while looking to the other discipline for cross training, collaboration and inspiration.

The School of Dance strongly supports the high school academic program as an integral part of each student's development as a thinking artist and citizen.

II. Specific Admissions & Transfer Requirements

A. Admission

Admission to the School is based on talent and potential (as assessed in an audition before the arts faculty), academic transcripts, and personal references.

Ballet students must be at least thirteen years old and in the ninth grade to be admitted to the program. Contemporary students may begin in the tenth grade.

B. Required Physical and Mental Abilities

A student must demonstrate adherence to professional ethics and integrity necessary to work in a collaborative environment. Emotional stability, responsibility, and ethical performance of all assigned duties are necessary to succeed in the program. A successful dance student must be able to recognize when the support of professionals is necessary to maintain psychological and physical health.

Equally important, the student must be able to sustain a high level of physically challenging movement sequences for extended periods of time and execute a full range of body movements and elements of dance (including but not limited to, turning, jumping, balancing, falling, stretching, lifting, flexing and running) while responding to musical and visual cues.

In addition, a student must be able to:

- View and reproduce sequences of classroom exercises and complicated choreography, which requires specific movements for the head, arms, hands, torso, legs and feet.
- Demonstrate the ability to work precisely with live and recorded music.
- Respond appropriately to verbal instructions and warnings to ensure the safety of the student and his/her fellow dancers.
- Physically participate in solo, duet and group work that may include lifting and manipulating his or her own body, or that of another dancer, many times above the top of one's head.
- Maintain a healthy, toned and energized physique, one conducive to achieving the aesthetics necessary to express the art form through his/her body.

C. Class Placement

Ballet students are placed by the faculty into eight levels based on age and technical proficiency. All new, first year contemporary students are placed into the M1 (M stands for "Modern") level.

III. Standards of Achievement and Evaluation

A. Attendance and Participation Requirements

Punctual and regular attendance in all classes is expected. There are no unexcused absences allowed in the School of Dance. An unexcused absence may result in removal from performance, end of term grade of "F" for the course(s), reconsideration of eligibility for scholarship assistance, and ultimately, dismissal from the School. Students who cannot be present on the scheduled registration date must follow the high school academic late [registration policy](#).

Substantial progress in dance courses depends heavily on consistent and full participation in classes. If the student's absences are excused due to injury or illness, then on the advice and counsel of the Dean, the student may be either given an "Incomplete" for the course or be permitted to withdraw the course. If a student receives an "Incomplete," he/she is expected to make up the work for the class during the next semester by receiving a "B" or above grade for that class. The grade given at the end of that semester will also replace the "Incomplete" given the semester before.

Graduating high school students unable to satisfactorily complete their arts courses due to "Withdrawals" or "Incompletes" may receive the high school diploma without a concentration in the arts.

B. Basis of Grades and Minimum Grade requirements

Grades are based on technical proficiency, artistic development, comprehension, progress, attitude and attendance. Students are expected to maintain a grade point average of at least 2.30 (C+) in their arts classes.

Note: See section "Office of the Registrar" for [grading system](#).

C. Continuation

Continuation from one academic year to the next in the School of Dance is based on several factors. Among these are: faculty assessment of professional potential, class grades, growth in artistic and/or technical abilities as applicable, academic growth, professional demeanor and creative discipline. The student's inability to interact appropriately and productively within the UNCSA and School of Dance policies, procedures and expectations will result in dismissal from the program.

At the beginning of the academic year, each student, regardless of age, and their parent or guardian must sign a form indicating that they have read the School of Dance policies and that the student agrees to abide by these policies.

IV. Courses

The following courses are offered to high school students based on their technical achievement.

DAN 0011, 0012: Ballet Technique (Ballet Concentration) I & II (.75 unit per semester)

A daily technique class. Classical ballet training with an emphasis on establishing a strong, artistically expressive and technically facile dancer/performer, a performer who is well versed in the traditional forms of Classical ballet, while being able to function in a pure and flexible way relevant to today's standards and repertoire. Course requirements may also consist of successful completion of Pilates/Conditioning/General Wellness. Prerequisite: audition/assignment.

DAN 0021, 0022: Contemporary Technique (Contemporary Concentration) I & II (.75 unit per semester)

Daily technique class with an emphasis placed on building a strong, pure and versatile technical foundation in order to facilitate a dancer capable of meeting the demands of current standards and repertory. Course requirements may also consist of successful completion of Pilates/Conditioning/General Wellness. Prerequisite: audition/assignment.

DAN 0041, 0042: Ballet Technique (Contemporary Concentration) I & II (.75 unit per semester)

A daily technique class. Classes are designed toward developing a greater comprehension of the technique with an awareness of how it assists in developing the full potential of the contemporary dancer/performer in the competitive field of dance. Prerequisite: audition/assignment.

DAN 0051, 0052: Contemporary Technique and Composition (Ballet Concentration) I & II

(.75 unit per semester)

Study of various contemporary technique styles and compositional approaches with special emphasis placed on preparing versatile and creative dancers for the demands of the profession. Prerequisite: audition/assignment.

DAN 0111, 0112: Pointe/Variations/Repertory I & II

(.50 unit per semester)

A class in which the ballet student is taught technique of ballet on pointe as well as diverse repertory and variations. Prerequisite: audition/assignment.

DAN 0141, 0142: Men's Training Camp I & II

(.50 unit per semester)

A class in which special attention is given to the technical and physical requirements of dance as it pertains to the role of the male dancer. Men's ballet vocabulary, repertory, variations, conditioning and athletic enhancement will be taught to the student.

Prerequisite: audition/assignment.

DAN 0201, 0202: Character and Mime I & II

(.25 unit per semester)

A class which gives instruction in the traditional character dances seen in ballet repertoire. An extension of this process is the introduction and execution of characterization, mime and dramatic intent. Students will learn the methods and movements necessary to facilitate their command of character dancing and characterization, as their dance education develops and progresses. Students will also learn and present important character dances and mime scenes, appropriate to their stage of development. Prerequisite: audition/assignment.

DAN 0311, 0312: Ballet Partnering I & II

(.25 unit per semester)

A class in which the student is taught the techniques of ballet partnering.

Prerequisite: audition/assignment.

DAN 0341: Fundamentals of Contemporary Partnering

(.25 unit)

An introduction to the elements of partnering such as manipulation, lifts, supports and the development of a kinetic relationship. Traditional as well as improvisational material will be presented. The possibilities of interaction in contemporary partnering are not limited by gender.

DAN 0352: Intermediate Contemporary Partnering

(.25 unit)

Continued exploration, practice and refinement of skills learned in Fundamentals of Contemporary Partnering. Prerequisite: DAN 0341 or permission of the instructor.

**DAN 0400: Performance Attendance
(0 unit per semester)**

Students attend School of Dance Performances throughout the year. Graded Pass/Fail.

**DAN 0599: Intensive Arts Projects
(.50 unit)**

Special projects, programs, classes, seminars and performances during the two-week period following Fall semester exams. These may be either intradisciplinary or interdisciplinary among the arts areas and/or academics. Students must enroll in this course each Fall semester they are in attendance at UNCSA. The course will be graded Pass/Fail.

**DAN 0711, 0712: Dance Composition and Improvisation IA & IB
(.50 unit per semester)**

An introduction to the basics of the creative process, emphasizing the development of students' own unique movement vocabulary.

**DAN 0721, 0722: Dance Composition and Improvisation IIA & IIB
(.50 unit per semester)**

Continued study of the principles of dance composition and improvisation; introducing the added elements of phrasing, musicality, structure and collaborative work. Prerequisite: DAN 0712 or permission of the instructor.

**DAN 0731, 0732: Dance Composition and Improvisation IIIA & IIIB
(.50 unit per semester)**

Building more advanced skills in composition and improvisation, students work on the construction of small group pieces. Prerequisite: DAN 0722 or permission of the instructor.

**DAN 0772: Theatrical Concepts
(.25 unit)**

The Theatrical Concepts course is a versatile and diverse education in the various approaches falling outside of our more traditional Ballet and Contemporary dance instruction, providing for a well-rounded and theatrical understanding of the dance and entertainment industry. The course provides instruction in musical theatre elements, current dance and entertainment developments, and explores newly existing performance skills and methods, all aimed at enhancing the abilities acquired in the students' Ballet or Contemporary training as they continue to mature artistically. Prerequisite: audition/assignment.

**DAN 0811, 0812: Contemporary Repertory I & II
(.25 unit per semester)**

Developing both technical and practical skills, students work with faculty or guest artists to learn and perform a range of choreography. Prerequisite: audition/assignment.

The School of Drama

Gerald Freedman, Dean

I. Overview

The School of Drama is committed to training talented young men and women to be exciting, experienced and accomplished professional actors and actresses. The School responds to a definite need in the profession for actors to be technically well-equipped and versatile, as well as creatively inspired. This vital fusion of talent and skill is the concern of the highly qualified professional faculty, which gives close personal attention to each student's development and goals. The School of Drama affirms classical values in its training process. An actor graduating from the drama school will possess a finely honed technique and an artistic sensitivity, capable of discerning standards of quality and integrity. As part of this process, the faculty supports the pursuit of courses in the division of High School Academic Programs in order to provide an artistically and culturally diverse environment that nurtures and develops the whole person. Above all, the actor will be grounded in a behavior that is ethical, disciplined and responsible.

The High School Drama Program is an intensive course of study, focusing on the craft of acting. The program includes instruction and practice in acting, movement, voice and speech, technical theatre, directing, and film appreciation. The carefully planned curriculum emphasizes development of the student's personal resources, aesthetic growth, capacity for artistic collaboration and awareness of theatre's cultural context, while recognizing the importance of the academic program.

II. Specific Admissions & Transfer Requirements

Enrollment in the High School Drama Program is limited to North Carolina residents who qualify for in-state tuition status, as defined in North Carolina General Statute 116-143.1, and a select number of out-of-state students. This program is designed for rising high school seniors who have demonstrated artistic interest, dedication, enthusiasm and talent. Audition and interview are prerequisites for admission. Previous training is not a requirement. Final decisions concerning admission are based on the artistic potential of each applicant, letters of recommendation and a high school transcript, followed by an on-campus interview with the student and his/her parent/guardian.

III. Standards of Achievement, Evaluation, and Continuation

A. High School Diploma

The UNCSEA High School Diploma with a concentration in Theatre Arts is awarded to students who satisfactorily complete the requirements of the High School Drama Program and the UNCSEA academic diploma requirements set by the UNCSEA High School Academic Program. The High School Academic Program requires that all 12th graders remain enrolled in at least two academic courses for the year. Refer to the High School Academic Program section of this Bulletin for high school credits required for high school graduation.

B. Continuance in the Program

Students are expected to maintain a 2.3 average in drama classes and an average 2.0 in academic courses in order to be continued for the next semester. Students who fail to meet these standards will not be invited to continue their training.

After grades have been considered at mid-term and again at the end of fall semester, the faculty determines whether or not each student is demonstrating substantial growth toward artistic excellence. For the high school student who does not demonstrate such growth, the faculty decides if he or she should receive an official Letter of Warning, advising the student and the parents/guardians of the lack of substantial progress. Letters of Warning are based on these criteria: (1) ability to absorb instruction, (2) assessment of talent, and (3) ability to work and adapt in both arts classes and resident life situations. A student who fails to meet the stated criteria will not usually be invited to continue in the program.

The School of Drama reserves the right to dismiss from the program without probation or an official letter of warning any student whose social, professional or academic behavior prevents the School's classes or rehearsals from proceeding in a creative and productive fashion, or interferes with the training of the other students.

It should be noted that each student in the High School Drama Program is unique, and there may be cases when progress within the drama program is limited by emotional or physical immaturity. It is the observation of the faculty that it would be detrimental to ask a student to continue to move forward in the program if his/her personal rate of growth does not coincide with the work demanded. In such cases, the student is asked to withdraw. This is in no way a reflection of the student's future abilities, but it is a recognition of the High School Drama Program's unique curriculum.

IV. Courses

(2 units of High School Credit per Year)

Drama course requirements are selected from the following:

DRA 0051, 0052: Acting Fundamentals A & B (.25 unit per semester)

DRA 0061, 0062: Fundamentals of Voice and Speech A & B (.25 unit per semester)

DRA 0071, 0072: Fundamentals of Movement A & B (.25 unit per semester)

DRA 0080: Special Techniques (.25 unit per semester)

DRA 0599: Intensive Arts

Course Descriptions

DRA 0051, 0052: Acting Fundamentals A & B (.25 unit per semester)

This course begins the process of developing a genuine understanding of the actor's craft.

The course explores techniques and theories essential to theatrical performance. Topics include improvisation, fundamentals of acting, scene study and scene presentation.

**DRA 0061, 0062: Fundamentals of Voice and Speech A & B
(.25 unit per semester)**

This course begins the process of building the student's voice for the stage. Classes in breathing, release of tension, voice placement and elimination of regionalism are designed to free the natural sound and develop awareness of the voice as a creative, expressive instrument. The Alexander Technique is explored. Speech classes are designed to develop precision of articulation and to correct faulty pronunciation. Singing classes focus on ear training and music fundamentals.

**DRA 0071, 0072: Fundamentals of Movement A & B
(.25 unit per semester)**

This course is designed to begin the process of developing an awareness of expressive artistic movement. Topics may include theatre dance, theatre movement, mime, gymnastics, yoga and physical conditioning.

**DRA 0080: Special Techniques
(.25 unit per semester)**

This course includes special classes designed to give students insight and experience in areas not normally dealt with in traditional acting classes. Topics may include mask, audition techniques, stage combat, makeup, clowning skills, directing, writing projects and performance for film and television.

DRA 0599: Intensive Arts

At the end of the fall term, all students participate in Intensive Arts, a two-week period in which adventurous creativity is stressed. Students are encouraged to pursue interdisciplinary studies and to develop individual creative projects. Grade Pass/Fail

The School of Music

Wade Weast, Dean

I. Overview

The School of Music of the University of North Carolina School of the Arts prepares students for professional careers. Our goal is twofold: to put students on a path that will permit them to attain their highest musical aspirations and ultimately to be able to meet the challenge of succeeding in a highly competitive profession.

In its conservatory setting, UNCSA provides an artistic environment in which each student pursues personal musical development under the direct guidance and instruction of an outstanding artist-faculty. As professionals in their own areas, faculty members are committed to continuing their own careers while sharing a wealth of experience and knowledge with their students.

Students enrolled in the high school music program are expected to exhibit exceptional ability or promise in their area of concentration and demonstrate appropriate progress as determined by their major teachers. Students complement their work in the studio with ensembles, chamber music, and courses in music theory and literature designed to prepare students well for the demands of a typical undergraduate music program.

To earn the UNCSA high school diploma, high school students must meet the academic course and credit requirements of the University of North Carolina School of the Arts. These academic requirements are similar to the diploma requirements at traditional public and private high schools. The UNCSA High School Academic Program requires that all 12th graders be enrolled in at least two academic courses, that all 11th graders be enrolled in at least three academic courses, and that all 10th graders, all 9th graders, and all 8th graders be enrolled in at least four academic courses throughout the school year.

The School of Music offers courses of study with concentrations in the following areas:

- Brass (trumpet, horn, trombone, tuba and euphonium)
- Composition
- Guitar
- Harp
- Organ
- Percussion
- Piano
- Strings (violin, viola, violoncello and double bass)
- Voice
- Woodwinds (flute, oboe, clarinet, bassoon and saxophone)

II. Specific Admissions Requirements

Admission to all programs in the School of Music is by application and audition. Specific information about application and audition requirements is available on the UNCSA website.

To be admissible to any program in the School of Music, applicants must possess the following essential qualifications:

- Aural ability to discriminate discrete pitches;
- Visual ability sufficient to read standard notated music;
- Visual ability sufficient to recognize and interpret gestures of a conductor for concentrations requiring ensemble participation;
- Fine motor skills sufficient to play a keyboard instrument regardless of area of concentration;
- Ability to participate in group instruction.

III. Standards of Achievement and Evaluation

A. Music Requirements

Required music instruction includes weekly lessons and master classes. Chamber music and large ensembles may be assigned by the major teacher as appropriate. Students in 11th and 12th grades are required to enroll in Music Theory & Musicianship, Aural Skills, or Music Literature & Analysis, as assigned by the theory faculty.

B. Diploma Requirements

To earn the UNCSA high school diploma, a student must complete the required academic courses prescribed by the UNCSA High School Academic Program. Specific information about academic graduation requirements is available in the High School Academic Program section of the Bulletin.

C. Diploma with Designation “Concentration in Music”

Successful completion of the two-semester Music Theory & Musicianship sequence (MUS 0311 and MUS 0312), as well as satisfactory progress in individual performance instruction is required for a student to receive the designation “Concentration in Music” on their high school diploma.

IV. Course Descriptions

The following courses are available for students in high school:

MUS 0090: Performance Hour

(0 units per semester; graded P/F)

A weekly forum for students to perform in public before their peers and the faculty. Attendance at Performance Hour is required of all high school music students. Graded pass/fail.

**MUS 0110: Orchestra
(.25 unit per semester)**

Preparation and public performance of representative works from the symphonic literature, including opera and dance. Performances on- and off-campus.
Prerequisite: audition/assignment by ensemble director in consultation with the studio teacher.

**MUS 0120: Wind Ensemble
(.25 unit per semester)**

Preparation and public performance of representative works for wind ensemble. Performances on- and off-campus.
Prerequisite: audition/assignment by ensemble director in consultation with the studio teacher.

**MUS 0130: Jazz Ensemble
(.25 unit per semester)**

Preparation and public performance of works for jazz ensemble using arrangements and improvisation. Performances on- and off-campus.
Prerequisite: audition/assignment by ensemble director in consultation with the studio teacher.

**MUS 0140: Contemporary Music Ensemble
(.25 unit per semester)**

Preparation and public performance of contemporary music. Instrumental and/or vocal combinations vary from piece to piece.
Prerequisite: audition/assignment by ensemble director in consultation with the studio teacher.

**MUS 0150: Large Ensembles for Winds
(.25 unit per semester)**

Preparation and public performance of representative works for Orchestra, Wind Ensemble, and Contemporary Music Ensemble.
Prerequisite: audition/assignment by ensemble director in consultation with the studio teacher.

**MUS 0160: Large Ensembles for Brass
(.25 unit per semester)**

Preparation and public performance of representative works for Orchestra, Wind Ensemble, and Contemporary Music Ensemble.
Prerequisite: audition/assignment by ensemble director in consultation with the studio teacher.

**MUS 0170: Large Ensembles for Percussion
(.25 unit per semester)**

Preparation and public performance of representative works for Orchestra, Wind Ensemble, and Contemporary Music Ensemble.

Prerequisite: audition/assignment by the percussion teacher.

**MUS 0180: Chamber Ensemble
(.25 unit per semester)**

Duets, Trios, Quartets, Quintets and small mixed ensembles as assigned by the studio teacher.

Prerequisite: audition/assignment with approval of studio teacher.

**MUS 0210: Guitar Ensemble
(.25 unit per semester)**

Preparation and public performance of works for more than one guitar or guitar with other instruments.

Prerequisite: audition/assignment.

**MUS 0220: Trombone Choir
(.25 unit per semester)**

This course is designed to complement the student's weekly trombone lessons, to strengthen ensemble skills, and to build good teamwork skills within the discipline.

Emphasis is placed on sightreading. Performances on- and off-campus.

Prerequisite: audition/assignment.

**MUS 0230: Percussion Ensemble
(.25 unit per semester)**

Preparation and public performance of a wide variety of contemporary percussion music. Performances on- and off-campus.

Prerequisite: audition/assignment.

**MUS 0240: Collaborative Piano Class
(.25 unit per semester)**

Introduction to collaborative skills, through work with both instrumental and vocal partners, in a class setting with individual coaching. Topics to include sound and ensemble issues, quick study, stylistic versatility, repertoire, and professional behavior.

Prerequisite: permission of the instructor and studio teacher.

**MUS 0260: Cantata Singers
(.25 unit per semester)**

Preparation and performance of choral works from the Renaissance through the Modern Period for unaccompanied chorus and chorus with instruments. Singers for the opera chorus of the A.J. Fletcher Opera Institute are drawn from Cantata Singers. Performances on- and off-campus. This ensemble is also open to members of the community by audition.

Prerequisite: audition/assignment.

**MUS 0311, 0312: Music Theory & Musicianship
(.25 unit per semester)**

Intended for high school juniors and seniors, this course is designed to help students achieve fluency in written and aural fundamentals of music, including clef reading, intervals, major and minor scales, triads, seventh chords, and introductory melodic and harmonic analysis. Class work is reinforced at the keyboard.

Prerequisite for MUS 0312: MUS 0311.

**MUS 0321, 0322: Aural Skills
(.25 unit per semester)**

Intended for high school juniors and seniors who demonstrate strong ability with the written fundamentals of music, this course is designed to begin the systematic study of aural skills, including an emphasis on sight singing and rhythm performance.

Prerequisites for MUS 0321: MUS 0312 or equivalent and permission of the instructor; prerequisite for MUS 0322: MUS 0321.

**MUS 0341, 0342: Music Literature & Analysis I & II
(.25 credit per semester)**

Intended for high school seniors, this course focuses on detailed stylistic consideration (both aurally and through score study) of selected representative works from the contrasting styles of Western art music from the Middle Ages to the present. Works are placed in broad historical and cultural context, with an emphasis on score study.

Prerequisite for MUS 0341: MUS 0312 or equivalent; prerequisite for MUS 0342: MUS 0341.

**MUS 0410: Lessons
(.50 unit per semester)**

One hour per week of individual performance instruction.

**MUS 0411: Master Class
(.25 unit per semester)**

Weekly performance class for the purpose of refining performance skills. Included are in-class performance and critique, as well as specialized studies related to the particular concentration of study.

**MUS 0470: Composition Lessons
(.50 unit per semester)**

One hour per week of individual composition lessons.

**MUS 0471: Composition Seminar
(.25 unit per semester)**

This seminar will include presentations by guests, faculty and student composers on a variety of topics.

**MUS 0599: Intensive Arts Projects
(.25 unit per semester; graded P/F)**

During the two-week period immediately following Thanksgiving break, students participate in special projects, classes, seminars and performances. Students are encouraged to pursue musical studies; however, interdisciplinary interests may be considered. Students must enroll in the course each fall term they are in attendance at UNCSA. Graded pass/fail.

**MUS 0831, 0832: Jazz Improvisation I & II
(.25 unit per semester)**

Provides students with the aural, technical, and theoretical skills required for jazz improvising. In addition, students learn a minimum of jazz repertoire.

Prerequisite: permission of the instructor.

The School of Design and Production (Visual Arts Program)

Joseph P. Tilford, Dean

Will Taylor, Director

I. Overview

Visual Arts is an exploratory program designed for high school students in their junior and senior years that have an artistic interest, dedication and enthusiasm they wish to pursue in a structured course of study. “VA” is a carefully planned, two-year arts curriculum that promotes intellectual, aesthetic and emotional growth. Discipline is emphasized as an essential component of developing an effective professional and personal work ethic.

Students take studio classes in drawing, design, and sculpture, with the addition of survey classes in art history in the second year of study. Studio assignments are designed to introduce the student to a variety of media and the nature of the creative process. Research, design, fabrication, exhibition, analysis and critique of the student’s works are all essential components of the curriculum. The faculty also stresses the importance of the academic program as an integral part of each student’s intellectual development.

II. Specific Admissions and Transfer Requirements

Enrollment in Visual Arts is primarily offered to North Carolina residents who qualify for in-state tuition status, as defined in the North Carolina General Statute 116.143.1.

Typically, students apply during their sophomore year of high school so that they may attend the program for both their junior and senior years. A limited number of highly motivated, talented and mature high school seniors are also accepted into the program so that they may experience the first year of the curriculum.

The presentation of a physical portfolio (15-20 pieces of original work) and an on-campus interview are prerequisites for admission. Examples of work to be included in the portfolio should include drawing and may also include graphic design, painting, sculpture, ceramics, photography, or any medium of choice, including sketchbooks. Although many students have had previous art training, this is not a requirement. Final decisions concerning admission are based on the artistic potential of each applicant, letters of recommendation, and the official high school transcript.

A. Essential Qualifications

Applicants who are accepted and enrolled in the Visual Arts Program must be committed to a rigorous course of study in design, drawing, sculpture and art history. The list of essential qualifications includes, but is not limited to, the ability to:

- Participate physically in all phases of art production and studio maintenance. This covers a broad range of physical movements and hand-eye coordinated activities that includes, but is not limited to: standing at a drawing easel,

design table, or sculpture stand for extended periods of time; free-hand drawing and painting; using hand and power tools to measure, cut, fold and secure designs; spatial understanding that allows for mold-making, modeling, carving, casting and other fabrication methods; as well as a full range of body motions in the execution of classroom assignments and performance art activities.

- View reference materials and observe demonstrations, as well as to hear required lectures in studio art and art history courses.
- See images, hear sounds, process information and clearly communicate with faculty, staff and their peers.

III. Specific Standards of Achievement, Evaluation, & Continuation

A. Progression towards Diploma

Students are evaluated by the faculty each term and are continued only as long as they demonstrate substantial growth toward artistic excellence and academic responsibility. It is also important that students demonstrate success in being a contributing member of the unique, artistic and predominantly residential high school and university environment that constitutes the UNCSA campus.

As members of a selective group of dedicated young artists, it is very important that each student contribute to maintaining a safe and effective teaching and learning environment. As such, students are required to assist with studio set-ups, and group and individual clean-ups. They are also required to complete work by assigned deadlines, participate in critiques, and, in general, treat the facilities, faculty, staff, administration, as well as one's peers, with respect.

Further, to remain in the Visual Arts Program, students must maintain an overall 2.7 average in their studio art courses. For academic classes, please consult the [High School Academic Program section](#) of the bulletin. Students who have been excessively tardy or absent in one or more arts courses during a semester may be placed on Probation. Should a student fail to meet the expectations of the probation, either the High School Academic Program and/or the Visual Arts Program may recommend that the student be withdrawn from UNCSA.

B. Required Skills

Students enrolled in the program are required to:

- Produce original works of art that are compelling on an aesthetic, conceptual and technical level in a variety of mediums, genres and styles. Students must be ready, willing and able to participate fully in the design and fabrication of works of art that result from both direct classroom instruction (assignments) and purely independent motivations;

- Analyze and discuss works of art produced in the program, as well as examples drawn from a broad range of cultural and historical references. In written and oral critique sessions, students are expected to respond to a variety of learning modalities occurring in both traditional and non-traditional teaching environments;
- Work in both large and small group settings in the completion of program-related tasks, from maintaining a clean and productive studio environment to working collaboratively on art and research assignments;
- Actively participate in a learning environment that encompasses an openly diverse range of philosophical, social, moral, and ethical approaches to the creation and analysis of art and culture;
- Undertake serious study of the human form. Figure drawing, the traditional cornerstone of art training that includes portraiture and the nude, is a required component of the curriculum.

C. High School Diploma

The University of North Carolina School of the Arts high school diploma with special “Concentration in Visual Arts” is awarded to students who satisfactorily complete the requirements of the Visual Arts Program and UNCSEA High School Academic Program.

D. First-Year Program (3.25 units per year)

Students take three studio art courses each semester: design, drawing, and sculpture. These classes stress developing foundational art and design skills in a variety of media, employing an appropriate art and design vocabulary, as well as using critiques to encourage analysis and self-evaluation.

E. Second-Year Program (4.25 units per year)

Studio art courses in design, drawing and sculpture continue at an advanced level. Students also are required to take Art History. Although structure and technique are addressed, greater emphasis is placed on the interpretive style of each individual and the development of a portfolio.

IV. Courses and Curriculum Model

Year One		Credits per Semester		Total Credits
VIA 0311, 0312	Design	0.5	0.5	1
VIA 0321, 0322	Drawing	0.5	0.5	1
VIA 0331, 0332	Sculpture	0.5	0.5	1
VIA 0599	Intensive Arts Projects	0.25		0.25
Year Two Total		1.75	1.5	3.25

Year Two		Credits per Semester		Total Credits
SST 0057, 0058	AP Art History	0.5	0.5	1
VIA 0411, 0412	Advanced Design	0.5	0.5	1
VIA 0421, 0422	Advanced Drawing	0.5	0.5	1
VIA 0431, 0432	Advanced Sculpture	0.5	0.5	1
VIA 0599	Intensive Arts Projects	0.25		0.25
VIA 0899	Thesis Project	0		0
Year Two Total		2.25	2.25	4.25

Course Descriptions

The following information is a guide to course numbers and course descriptions for the Visual Arts Program. A list of courses available in any given year may be obtained from the Visual Arts office.

SST 0057, 0058: Advanced Placement Art History (.50 unit per semester)

Please see the High School Academic Program [Course Description](#).

VIA 0311, 0312: Design (0.5 unit per semester)

This studio course is an introduction to the basic elements of design, focusing on the application of these elements in a series of two-dimensional assignments which involve visual problem-solving and graphic decision-making. A variety of black-and-white (and color) media will be used with an emphasis on vocabulary and refinement of craft. Critique

sessions are a major component of the course. Students are required to articulate verbally the visual ideas and concepts as they pertain to art and design.

**VIA 0321, 0322: Drawing
(0.5 unit per semester)**

This course is designed to give first-year students within the Visual Arts Program opportunities to explore various theories and materials involved in drawing. Assignments and studio exercises will be introduced to develop technical skills and broaden conceptual thinking. Formal critique sessions as well as frequent class discussions will be vital components of this course.

**VIA 0331, 0332: Sculpture
(0.5 unit per semester)**

The first year begins with problems in three-dimensional design using paper and other primary materials leading to an introduction to sculpture using plaster, wood and other media. A strong emphasis is placed upon the study and appropriate use of aesthetic and conceptual terminology, as well as an understanding of the names and proper use of basic hand tools. As the year progresses, the exploration of traditional and non-traditional sculptural media continues and the development of a personal aesthetic and deeper content is emphasized. The maintenance of a sketchbook is required throughout the year as a tool for aesthetic and conceptual investigation.

**VIA 0411, 0412: Advanced Design
(0.5 unit per semester)**

A continuation of Level I Design stressing the refinement of technique and further sophistication of form and content. Projects include two- and three-dimensional works in a variety of media including the introduction of light, sound, and space as they relate to visual imagery. Discussions focus on conceptual issues, materials, and the refinement of artistic intent.

**VIA 0421, 0422: Advanced Drawing
(0.5 unit per semester)**

Through the exploration of both traditional and nontraditional media, surfaces, and approaches in mark making, this course will emphasize the development of individual modes of expression and expand the conventional parameters of what defines a “drawing” in contemporary culture. Alternative processes, concepts, and influences that have changed how we view drawing as a medium will be explored. Research, critique sessions, and classroom discussions focusing on aesthetic issues and contemporary artists will also be vital components of this course.

**VIA 0431, 0432: Advanced Sculpture
(0.5 unit per semester)**

The course offers students a further exploration of the foundations laid in the first year. Students are exposed to additional tools, materials and techniques used in creating sculpture such as concrete, bronze, and performance art. They are expected to have a strong understanding of the fine arts and design vocabulary used in critiques and as a part

of a professional career in the arts and to take leadership roles in critiques and presentations. While experimentation with and the study of current and historical methods and trends in art is required, greater emphasis is placed on the development of a personal aesthetic and technical proficiency as the year progresses. The maintenance of a sketchbook is required throughout the year as a tool for aesthetic and conceptual investigation.

**VIA 0599: Intensive Arts Projects
(0.25 unit per semester)**

Special projects, programs, classes, seminars and performances, developed by the Visual Arts Faculty. These may be either intradisciplinary or interdisciplinary among arts areas and/or academics. Students must enroll in the course once each year they are in attendance at UNCSA. The course will be graded pass/fail.

**VIA 0899: Thesis Project
(no credit)**

Students are given the opportunity to synthesize their two-year visual arts experience in a major Thesis Project at the close of the Spring Term. The design and execution of this project (conceptual development, gallery installation and de-installation, and a written statement) is to be developed largely as an independent project in consultation with the Visual Arts Faculty.

Institutional Policies

Probation

The faculty evaluates students each semester for professional growth in their major. Any student not demonstrating sufficient progress may be placed on probation. Students, who, at the end of the probation period, have not improved, may not be invited to continue in the program. Individual standards for each area are as follows:

High School Academic Program

Because a high school student's graduation from UNCSA is contingent upon the successful completion of required academic courses, the High School Academic Program may place a newly admitted or currently enrolled student on academic probation if he/she has failed one or more academic courses in a previous term, or if currently enrolled students have acquired excessive absences in one or more academic courses during a previous term. Students placed on academic probation will receive a letter from the High School Academic Program detailing the reasons and expectations for their probationary term(s). Should a student fail to meet the expectations of the probation, the High School Academic Program may recommend that the student be withdrawn from UNCSA.

School of Dance

As previously described in the School of Dance section of this Bulletin, students must maintain a grade point average of at least 2.30 (C+) in their arts classes to continue in the program. Students earning less than a 2.30 grade point average in arts classes for a given term are placed on Arts Probation for the following term.

Students on Arts Probation are not permitted to perform during that term, are not to be considered for merit scholarship funds, and must achieve a 2.30 average by the end of the term to be removed from Arts Probation. Students on Arts Probation for two or more terms may not be asked to return to the School.

There are no unexcused absences allowed in the School of Dance. An unexcused absence may result in Arts Probation, end of term grade of "F" for the course(s), reconsideration of eligibility for scholarship assistance, and ultimately, dismissal from the School. Each situation will be addressed on an individual basis by the dean in consultation with the dance faculty.

School of Design & Production (Visual Arts Program)

Students must maintain a 2.7 average in studio art classes each term. Failure to meet this requirement will result in a one-term probation period in which the student must attain a 2.7 average in each studio art class to continue in the program.

School of Drama

Students are expected to maintain a 2.3 average in drama classes and an average 2.0 in academic courses in order to be continued for the next semester. Students who fail to meet these standards will not be invited to continue their training.

After grades have been considered at mid-term and again at the end of fall semester, the faculty determines whether or not each student is demonstrating substantial growth toward artistic excellence. For the high school student who does not demonstrate such growth, the faculty decides if he or she should receive an official Letter of Warning, advising the student and the parents/guardians of the lack of substantial progress. Letters of Warning are based on these criteria: (1) ability to absorb instruction, (2) assessment of talent, and (3) ability to work and adapt in both arts classes and resident life situations. A student who fails to meet the stated criteria will not usually be invited to continue in the program.

The School of Drama reserves the right to dismiss from the program without probation or an official letter of warning any student whose social, professional or academic behavior prevents the School's classes or rehearsals from proceeding in a creative and productive fashion, or interferes with the training of the other students.

It should be noted that each student in the High School Drama Program is unique, and there may be cases when progress within the drama program is limited by emotional or physical immaturity. It is the observation of the faculty that it would be detrimental to ask a student to continue to move forward in the program if his/her personal rate of growth does not coincide with the work demanded. In such cases, the student is asked to withdraw. This is in no way a reflection of the student's future abilities, but it is a recognition of the High School Drama Program's unique curriculum.

School of Music

Failure or a pattern of poor performance or behavior in any required course leads to a recommendation of Arts Warning.

The Dean of Music, in consultation with the School of Music faculty, determines if a student is to be placed on Arts Warning based on but not limited to the following criteria:

- Repeated failure to comply with School of Music attendance policies and/or to complete assignments as assigned.
- Behaviors which indicate that the student is engaging in activities that prevent the student from being productive in their work in the School of Music.

A student under Arts Warning is given specific information about the area(s) of concern, a list of what the student must accomplish to be removed from Arts Warning status, and a 7-week timeline to satisfactorily resolve the concerns in order to be removed from Arts Warning status. The student will be notified at the beginning of the Arts Warning period that failure to resolve the stated concerns will result in placement on Arts Probation. At the conclusion of the Arts Warning timeline, if the student has not resolved the concerns stated in the Arts Warning period the student will be placed on Arts Probation. The student will receive a letter restating the area(s) of concern and the list of what the student must accomplish in order to satisfactorily resolve the concerns. The timeline for Arts Probation

is 7 weeks. Failure to resolve the stated concerns will result in non-invitation for continued study in the School of Music.

The Dean of Music has the discretion to lengthen the timeline for Arts Warning and Arts Probation.

The Dean of Music has the discretion to put a student on Arts Probation at any time in accordance with the "Suspension Policy: Administrative Committee," as stated in the UNCSA Bulletin.

Invitations to Return

All students in all arts programs must be invited to continue in their programs periodically. Students who, in the judgment of the faculty, fail to demonstrate sufficient progress toward professional standards in the arts will not be invited to return.

Readmission

Students, who have terminated their enrollment at UNCSA for any reason, including failure to be invited to continue in a program, must apply for readmission prior to being allowed to reenroll. Such students must meet admission standards outlined for all entering students. A student whose enrollment has been interrupted for two years or more will, upon reentry, be responsible for the program requirements outlined in the Bulletin in effect at the time of reentry.

Suspension Policy: Administrative Committee

In certain highly unusual situations and in cases related to disorderly or disruptive conduct that do not fall within the student Code of Conduct, the Dean of Students, the Dean of the High School Academic Program, or the dean of an arts school may initiate an administrative committee to convene and hear the allegations. A few examples of conduct which might result in such a hearing are:

1. Repeated failure to comply with arts school and/or academic attendance policies and/or to complete assignment as assigned; or
2. Any other behaviors which indicate that the student is engaging in activities that prevents the student from being productive in the art or academic work.

The administrator initiating the committee meeting shall chair the hearing of the administrative committee. The committee members shall be: (1) the dean of the school in which the student is currently enrolled; (2) the Dean of the High School Academic Program and; (3) any other individuals whose involvement is germane to the situation under consideration and whose presence would be in the best interest of the student involved as well as the overall campus community, as deemed appropriate by the convener.

The purpose and procedures of the administrative committee shall include (1) listening to the allegations involving the student, (2) hearing from the student about his/her

experience in the situation, (3) hearing from any others who may be relevant to the student, (4) deliberating on what actions are called for in the situation, and (5) following through with the conclusions reached through deliberations.

Committee decisions regarding outcomes shall be determined by the information presented in the hearing regardless of whether the student has any High School Code of Conduct violations on his/her social rules record. If the committee decides that the allegations against the student are unwarranted, it will be reported to the student and other school staff on a need-to-know basis. If the committee decides that the evidence supports the allegations, then the committee may recommend outcomes to correct the situation, including separating the student from UNCSA or determining that the student will not be invited to return to UNCSA the next semester.

Appeal of Final Course Grades

The student's appeal must present facts showing that by the preponderance of the evidence that the course grade was based on:

1. the students' race, color, religion, national origin, disability, sexual orientation, gender, age, creed; or
2. some other arbitrary or impermissible reason unrelated to the faculty member's exercise of his or her professional judgment in the evaluation of the student's academic or artistic performance; or
3. different standards and procedures than those the faculty member established in the course syllabus or in other written or oral measures directed to the class as a whole; or
4. a clear and material mistake in calculating or recording grades.

Allegations that *sexual harassment* was the reason a final course grade was impermissibly or arbitrarily assigned by the faculty member must be addressed according to procedures set forth in the UNCSA Bias-Related Sexual Harassment Policy rather than from the following procedures.

That the student simply disagrees with the assigned grade does not constitute a basis for a review.

CAUTION: Falsification or fabrication of information by the student in support of a final course grade appeal may cause the student to be subject to disciplinary action under the Student Code of Conduct.

Procedures

1. When a student receives a final grade for which the student believes an appeal is justified, the student shall discuss the contested grounds (see four factors above) with the instructor within twenty calendar days.

2. The instructor must inform the student of the instructor's final decision (in light of the information the student presents) within 10 calendar days of receiving the information.
3. The student may file a written appeal of the instructor's decision (no more than 10 calendar days after the instructor sends the decision to the student) with the dean, presenting evidence of one or more of the above grounds for appeal.
4. The dean will inform the student of the final decision within 30 calendar days of receiving the student's appeal.

Appeals of the Decision Not To Be Invited To Return

Under the following conditions, students at UNCSA have the right to appeal the decision not to be invited to return. To submit an appeal, the student must present compelling evidence that one or more of the following conditions occurred:

1. The policy and procedures for such decisions were not followed.
2. The decision was based upon arbitrary or personal reasons unrelated to faculty members' exercise of professional judgment in the evaluation of academic/artistic performance of the student.
3. The decision was based upon discrimination of harassment regarding gender, race, color, religion, national origin, disability or sexual orientation.
4. There was a recent material or substantive change of circumstances that resulted in a change in the student's performance.

Procedures

1. Upon receipt of official notice that a student is not going to be invited to return, the student has 10 calendar days to file a written notice of appeal clearly stating the grounds for the appeal. The appeal is to be signed by the student and delivered to the relevant dean.
2. The dean has 30 calendar days to respond to the appeal in writing.
3. If the student is not satisfied with the outcome of the appeal to the dean, the student may, within 10 calendar days of the date of the written decision, submit final notice of appeal to the dean requesting that the original appeal and its record be forwarded to the Provost or his/her designee.
4. The Provost or designee will review the appeal to ensure that proper procedure was followed and respond with a final institutional decision within 10 calendar days of receipt of the appeal.

Annual Notification of Rights under the Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

The right to inspect and review the student's education records within 45 days of the day UNCSA receives a request for access. Students should submit to the

Registrar, dean, or other appropriate official, a written request that identifies the record(s) they wish to inspect. The UNCSEA official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights. Students may ask UNCSEA to amend a record that they believe is inaccurate, misleading, or otherwise in violation of the student's privacy rights. They should write the UNCSEA official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate, misleading, or otherwise in violation of the student's privacy rights. If UNCSEA decides not to amend the records as requested by the student, UNCSEA will notify the student of the decision and advise the student of his her or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

The right to consent to disclosure of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by UNCSEA in an administrative, supervisory, academic or research, or support staff position (including law enforcement unit personal and health staff); outside contractors or volunteers if UNCSEA would otherwise hire someone to perform that individual's job, UNCSEA directly controls that individual's use of education records, and UNCSEA subjects that individual to the requirements of FERPA; a person serving on the Board of Trustees; or a student serving on an official committee, such as disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, UNCSEA discloses education records without consent to officials of another school, upon request, in which a student seeks or intends to enroll.

The right to file a complaint with the U.S. Department Education concerning alleged failures by UNCSEA to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, DC 20202-4605

Notice of Directory Information

In accordance with the Family Educational Rights and Privacy Act (FERPA), “directory information” at the University of North Carolina School of the Arts is defined to include: the student’s name, parents’ names, addresses, telephone listings, date and place of birth, major field of study, class level, participation in officially recognized activities, performance brochures, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, e-mail address, and full- or part-time status. Some of this information, including name, mailing address, field of study, class level, telephone number and e-mail address may be included on UNCOSA’s website.

Directory information is considered public information and will be released unless the student requests a “privacy hold.” All other information is considered private, and will not be released outside the School without the written permission of the student, unless a specific exception under FERPA applies. Students may request a Privacy Hold by submitting a letter or appropriate form to the Registrar by the end of the first week of the school year or initial period of enrollment. Such requests must be filed annually.

Questions concerning student records and FERPA should be addressed to the Office of the Registrar.

Residence Status for Tuition Purposes

Definition of In-State Residency

The University of North Carolina School of the Arts defines “in-state residency” when referring to an academic program and/or tuition rate, as outlined and defined in North Carolina General Statute 116-143.1. The term is defined in detail in “A Manual to Assist the Public Higher Education Institutions of North Carolina in the Matter of Student Residence Classification for Tuition Purposes.” This manual may be found in most North Carolina libraries and/or any admissions or financial aid offices at any of the 16 constituent campuses of the University of North Carolina. The basis for determining the appropriate tuition charge rests upon whether a student is a resident or nonresident for tuition purposes. Each student must make a statement as to the length of his or her residency in North Carolina, with assessment by the institution of that statement to be conditioned by the following.

Residence

To qualify as a resident for tuition purposes, a person must become a legal resident and remain a legal resident for at least 12 months immediately prior to classification. Thus, there is a distinction between legal residence and residence for tuition purposes. Furthermore, 12 months legal residence means more than simple abode in North Carolina. In particular it means “maintaining a domicile (permanent home of indefinite duration) as opposed to maintaining a mere temporary residence or abode incident to enrollment in an institution of higher education.” The burden of establishing facts which justify classification of a student as a resident entitled to in-state tuition rates is on the applicant for such

classification, who must show his or her entitlement by the preponderance (the greater part) of the residency information.

Initiative

Being classified a resident for tuition purposes is contingent on the students seeking such status and providing all information that the institution may require in making the determination. Admissions office staff members are eager to assist students who desire to discuss and/or initiate action which may allow an applicant to be considered for “in-state status for tuition purposes.”

Parents’ Domicile

If an individual, irrespective of age, has living parent(s) or court-appointed guardian of the person, the domicile of such parent(s) or guardian is, prima facie, the domicile of the individual; but this prima facie evidence of the individual’s domicile may or may not be sustained by other information. Further non-domiciliary status of parents is not deemed prima facie evidence of the applicant child’s status if the applicant has lived (though not necessarily legally resided) in North Carolina for the five years preceding enrollment or re-registration.

Effect of Marriage

Marriage alone does not prevent a person from becoming or continuing to be a resident for tuition purposes, nor does marriage in any circumstance ensure that a person will become or continue to be a resident for tuition purposes. Marriage and the legal residence of one’s spouse are, however, relevant information in determining residency intent. Furthermore, if both a husband and his wife are legal residents of North Carolina and if one of them has been a legal resident longer than the other, then the longer duration may be claimed by either spouse in meeting the 12-month requirement for in-state tuition status.

Military Personnel

A North Carolinian who serves outside the state in the armed forces does not lose North Carolina domicile simply by reason of such service. Students from the military may prove retention or establishment of residence by reference, as in other cases, to residency acts accompanied by residential intent.

In addition, a separate North Carolina statute affords tuition rate benefits to certain military personnel and their dependents even though not qualifying for the in-state tuition rate by reason of 12 months legal residence in North Carolina. Members of the armed services, while stationed in and concurrently living in North Carolina, may be charged a tuition rate lower than the out-of-state tuition rate to the extent that the total of entitlements for applicable tuition costs available from the federal government, plus certain amounts based under a statutory formula upon the in-state tuition rate, is a sum less than the out-of-state tuition rate for the pertinent enrollment. A dependent relative of a service member stationed in North Carolina is eligible to be charged the in-state tuition rate while the dependent relative is living in North Carolina with the service member and if the dependent relative has met any requirement of the Selective Service System applicable to the dependent relative. These tuition benefits may be enjoyed only if the applicable

requirements for admission have been met; these benefits alone do not provide the basis for receiving those derivative benefits under the provisions of the residence classification statute reviewed elsewhere in this summary.

Grace Period

If a person (1) has been a bona fide legal resident, (2) has consequently been classified a resident for tuition purposes, and (3) has subsequently lost North Carolina legal residence while enrolled at a public institution of higher education, that person may continue to enjoy the in-state tuition rate for a grace period of 12 months measured from the date on which North Carolina legal residence was lost. If the 12 months ends during an academic term for which the person is enrolled at a state institution of higher education, the grace period extends, in addition, to the end of that term. The fact of marriage to one who continues domiciled outside North Carolina does not by itself cause loss of legal residence, marking the beginning of the grace period.

Minors

Minors (persons under 18 years of age) usually have the domicile of their parents, but certain special cases are recognized by the residence classification statute in determining residence for tuition purposes.

(a) If a minor's parents live apart, the minor's domicile is deemed to be North Carolina for the time period(s) that either parent, as a North Carolina legal resident, may claim and does claim the minor as a tax dependent, even if other law or judicial act assigns the minor's domicile outside North Carolina. A minor thus deemed to be a legal resident will not, upon achieving majority before enrolling at an institution of higher education, lose North Carolina legal residence if that person (1) upon becoming an adult "acts, to the extent that the person's degree of actual emancipation permits, in a manner consistent with bona fide legal residence in North Carolina" and (2) "begins enrollment at an institution of higher education not later than the fall academic term next following completion of education prerequisite to admission at such institution."

(b) If a minor has lived for five or more consecutive years with relatives (other than parents) who are domiciled in North Carolina and if the relatives have functioned during this time as if they were personal guardians, the minor will be deemed a resident for tuition purposes for an enrolled term commencing immediately after at least five years in which these circumstances have existed. If under this consideration a minor is deemed to be a resident for tuition purposes immediately prior to his or her 18th birthday, that person on achieving majority will be deemed a legal resident of North Carolina of at least 12 months duration. This provision acts to confer in-state tuition status even in the face of other provisions of law to the contrary; however, a person deemed a resident of 12 months duration pursuant to this provision continues to be a legal resident of the state only so long as he or she does not abandon North Carolina domicile.

Lost but Regained Domicile

If a student ceases enrollment at or graduates from an institution of higher education while classified a resident for tuition purposes and then both abandons and reacquires North Carolina domicile within a 12-month period, that person, if he or she continues to maintain the reacquired domicile into reenrollment at an institution of higher education, may reenroll at the in-state tuition rate without having to meet the usual 12-month durational requirement. However, any one person may receive the benefit of this provision only once.

Change of Status

A student admitted to initial enrollment in an institution (or permitted to reenroll following an absence from the institutional program which involved a formal withdrawal from enrollment) must be classified by the admitting institution either as a resident or as a nonresident for tuition purposes prior to actual enrollment. A residence status classification once assigned (and finalized pursuant to any appeal properly taken) may be changed thereafter (with corresponding change in billing rates) only at intervals corresponding with the established primary divisions of the academic year.

Transfer Students

When a student transfers from one North Carolina public institution of higher education to another, he or she is treated as a new student by the institution to which he or she is transferring and must be assigned an initial residence status classification for tuition purposes.

Additional Information

For additional information contact the Offices of Admissions, Registrar or Student Financial Aid at the University of North Carolina School of the Arts or refer to North Carolina General Statute 116-143.1.

Illegal Drugs

I. Purpose

The University of North Carolina School of the Arts is a residential educational community dedicated to the artistic, personal and intellectual growth of students interested in training for careers in the performing arts. The UNCSA Board of Trustees is committed to the maintenance and protection of an environment in which students and faculty members may responsibly pursue these goals. It is the obligation of all members of the School community – students, faculty, administrators and other employees – to help maintain an environment where academic and artistic freedom flourish and in which the rights of each member of the community are respected. Illegal drugs endanger the health and safety of members of this community and hinder the pursuit of learning. Success in combating the threat posed by illegal drugs depends ultimately on the cooperative efforts of members of governing boards, students, faculty members, administrators and all other employees.

This policy seeks to address the problem of illegal drugs by establishing a properly balanced program of educational efforts and punitive sanctions.

II. Definitions:

A. Alcohol or Drug Probation (“AOD Probation”) means the period of probation imposed for a violation of this policy or for alcohol offenses. AOD Probation may be the only sanction imposed, or it may be imposed following a suspension. Only conduct related to alcohol or drug violations or which violates the terms and conditions of the AOD Probation (for example, submitting to drug tests or attending counseling) constitutes a violation of AOD Probation. Other violations of the Code of Conduct or university workplace rules will not establish a violation of AOD Probation.

B. In-school suspension means suspension from arts classes and judicial confinement or exclusion from campus outside of certain hours, depending on the student’s residential status. While serving in-school suspension, the student may attend academic classes only. Only to students in the secondary school program may be placed on this status.

III. Program Coordination

The Chancellor shall designate a Coordinator of Drug Education on campus. The Coordinator shall be responsible for coordinating, supervising, and recording all programs relating to this policy, including drug abuse prevention and education programs.

IV. Education, Counseling, and Rehabilitation

The School’s drug prevention program will emphasize education, counseling, and rehabilitation. Specifically, these techniques will include information concerning:

- a) the incompatibility of illegal drug use or sale with the School’s educational goals;
- b) legal consequences of involvement with illegal drugs;
- c) medical implications of the use of illegal drugs; and
- d) ways in which illegal drugs jeopardize an individual’s present accomplishments and future opportunities. The Coordinator shall ensure that the university community receives information about drug counseling and rehabilitation services available through campus-based programs or through community-based organizations. Persons who voluntarily avail themselves of University services shall be assured that applicable professional standards of confidentiality are observed.

The Coordinator will be responsible for working with a committee of interested members of the University community to develop the primary education methods designed specifically to prevent illegal drug use and abuse. Those methods may include the following:

A. Students

- 1) Statements in the Campus Life Handbook;
- 2) Drug information sessions during the academic year;
- 3) Distribution of drug information literature,
- 4) Special mini-lectures and discussions by residence hall groups and counselors;

- 5) Annual training program for Residence Life staff and resident assistants, and others who could profit from such training; and
- 6) Referral to drug counseling services on campus and in the Winston-Salem community.

B. Employees

- 1) This policy shall be discussed in employee orientation programs and shall be posted on the web.
- 2) Supervisors at least once a year will remind faculty and staff of the School's education programs. Human resources office will work with the Coordinator to present on-going education and information to employees

C. Referrals

The community mechanisms mentioned above will include information regarding community counseling, medical and rehabilitation resources dealing with substance abuse and information on health insurance benefits associated with substance abuse. The Coordinator, the Chief Academic Officer, and Human Resources will ensure that faculty and supervisors receive training and information about recognizing signs of potential illegal drug use and substance abuse in the early stages. An employee or student with a possible substance abuse problem will be encouraged to seek confidential diagnosis and treatment. Seeking such help should not, in and of itself, interfere with enrollment, job status or promotional opportunities. Persons who voluntarily seek counseling shall be assured that applicable professional standards of confidentiality will be observed.

V. Enforcement and Penalties

A. Students, faculty members, administrators and other employees are responsible for knowing about and complying with the provisions of North Carolina law that make it a crime to possess, sell, deliver, or manufacture those drugs designated collectively as "controlled substances" in Chapter 90 of the North Carolina General Statutes. Any member of the School community violating the law is subject both to criminal prosecution and to School disciplinary proceedings. It is not "double jeopardy" for both the District Attorney and the School to proceed and punish a person for the same specified conduct. The School will initiate its own disciplinary proceeding against a student, faculty member, administrator, or other employee when the alleged conduct is deemed to affect the interests of the School.

B. The School will impose penalties, adhering to procedural safeguards for disciplinary actions against students, faculty members, administrators, and other employees. The relevant safeguards are those required by *The Code* (including Sections 502(D), 603, and 608), by Board of Governors policies applicable to employees exempt from the State Personnel Act, and by regulations of the State Personnel Commission.

C. Minimum penalties: The penalties for illegal drugs may range from probationary status to expulsion from enrollment and discharge from employment, in accordance

with the minimum sanctions listed below. These penalties apply to on-campus violations and may apply to off-campus violations as provided by the Student Code of Conduct.

1. Possession of Illegal Drugs:

- a. Schedule I and II drugs: For a first offense involving illegal possession of any controlled substance identified in Schedule I or Schedule 11 (N.C.G.S. § 90-89 and 90), the minimum penalty shall be **suspension from employment or enrollment for a period of at least one semester or its equivalent**. For students enrolled in the secondary school program, the minimum penalty shall be **long term suspension for a period of one year beyond the conclusion of the current academic year**. (Examples of Schedule I and II drugs include but are not limited to: heroin, mescaline, lysergic acid diethylamide, opium, cocaine, and amphetamines.)
- b. Schedule III – VI drugs: For a first offense involving illegal possession of any controlled substance identified in Schedules III through VI (N.C.G.S. § 90-91 through 90-94) (including, but not limited to, marijuana, Phenobarbital, and codeine) for employees and undergraduate and graduate students, the minimum penalty shall be AOD Probation for a semester or its equivalent. For students enrolled in the secondary school program, the minimum penalty shall be in-school suspension for seven calendar days (under the terms imposed by the Student Handbook and the Associate Director of High School Residence Life).
- c. Penalties in excess of these minimum sanctions shall be determined on a case-by-case basis. A person on probation must agree to participate in a drug education and counseling program, consent to regular drug testing, and accept such other conditions and restrictions, including a program of community service, as the Chancellor or Chancellor's designee deems appropriate. Refusal or failure to abide by the terms of AOD Probation shall result in suspension from enrollment or from employment for a minimum of the unexpired balance of the prescribed period of probation.
- d. For second or other subsequent offenses involving illegal possession of controlled substances, progressively more severe penalties shall be imposed, including expulsion of students and discharge of faculty members, administrators or other employees.
- e. After completing the prescribed period of suspension from enrollment or employment imposed pursuant to subsection (a) or (b) above, students, faculty or other employees who return to enrollment or employment may be subject to AOD Probation for a minimum period of one semester. During any AOD Probation, terms of probation shall include drug education and counseling, at a minimum, and may include such other conditions and restrictions (including community service) as the Chancellor or the Chancellor's designee deems appropriate.
- f. For students enrolled in the secondary school program, this AOD Probation shall continue for the remainder of the student's enrollment in the secondary

school program. The student shall be subject to mandatory drug testing for the remainder of AOD Probation and must attend substance abuse counseling for one academic year or its equivalent.

g. Only conduct related to the conditions of probation and future alcohol or drug violations will be considered a violation of AOD probation

2. Trafficking in Illegal Drugs

a. Schedule I and II: For the illegal manufacture, sale or delivery or possession with intent to manufacture, sell or deliver, of any controlled substance identified in Schedule I or Schedule II (N.C.G. S. §. 90 – 89 and 90) 0 (examples include heroin, mescaline, lysergic acid diethylamide, opium, cocaine, and amphetamines), any student shall be **expelled** and any faculty member, administrator or other employee shall be **discharged**.

b. Schedules III – VI: For a first offense involving illegal manufacture, sale or delivery, or possession with intent to manufacture, sell or deliver, of any controlled substance identified in Schedules III through VI (N.C.G.S. §. 90-91 through 90-94) (examples include marijuana, Phenobarbital, and codeine); the minimum penalty shall be suspension from employment or enrollment for a period of at least one semester. For students enrolled in the secondary school program, the minimum penalty shall be long term suspension for a period of one year beyond the current academic year. Penalties in excess of this minimum sanction shall be determined on a case-by-case basis. After completing the prescribed period of suspension from enrollment or employment imposed, students, faculty or other employees who return to enrollment or employment may be subject to AOD Probation for a minimum period of one semester. A person on probation must agree to participate in a drug education and counseling program, consent to regular drug testing, and accept such other conditions and restrictions (including community service) as the Chancellor or Chancellor's designee deems appropriate. Refusal or failure to abide by the terms of AOD Probation shall result in suspension from enrollment or from employment for at least the remainder of the probation period. For a second offense, any faculty member, administrator, or other employee shall be discharged and any student shall be expelled.

E. Suspension Pending Final Disposition

In certain circumstances, any student or employee who has been charged with violating this policy may be suspended from enrollment or employment before initiation or completion of disciplinary proceedings. If, assuming the truth of the charges, the Chancellor or the Chancellor's designee, in consultation with the General Counsel, concludes that the person's continued presence within the School community would constitute a clear and immediate danger to the health or welfare of other members of the School community, such a suspension may be imposed. If such a suspension is imposed, an appropriate hearing of the charges against the suspended person shall be held as promptly as possible thereafter.

VI. Uniform Compliance

A. Compliance with the drug policy is a condition of employment.

B. Anyone compensated by proceeds from a federal grant must report a conviction involving illegal drugs within five working days (as well as comply with the “Criminal Background and Credit Check and Criminal Conviction Reporting” policy).

VII. Implementation and Reporting

A. The policy on illegal drugs shall be publicized in catalogues and other materials prepared for all enrolled and prospective students and in materials distributed to faculty members, administrators and other employees.

B. The Chancellor shall include information concerning illegal drug activity on campus in the annual report the Cleary Act requires.

VIII. Effective Date

This policy, as amended, is effective upon adoption by the University of North Carolina School of the Arts Board of Trustees.

Student Code of Conduct and Discipline

I. Purpose

This policy is intended to inform all members of the UNCSA of the responsibility for establishing guidelines for conduct and for overseeing the administration of student discipline and the limited scope of the Board of Trustees in such matters.

Faculty and students share in the responsibility for maintaining an environment in which academic freedom flourishes and in which the rights of each member of the academic community are respected. Students, specifically, must conduct themselves in a manner that helps to enhance an environment of learning in which the rights, dignity, worth, and freedom of each member of the academic community are respected.

Balancing these freedoms and responsibilities can be challenging. The UNCSA Board of Trustees is committed to preserving and protecting these freedoms, while recognizing that certain conduct which intentionally targets a person or identifiable group of persons based upon the person’s or identifiable group’s race, color, religion, national origin, gender, sexual orientation, gender-identity, creed, disability, or veteran status may interfere with the University’s core mission of advancing knowledge and understanding. This policy is not intended to expand the legal rights of any person or identifiable group of persons under state or federal law.

The first goal of this institution is to educate the students admitted to its programs. The freedom of students to learn is an integral and necessary part of the academic freedom to which the University and its constituent institutions are dedicated. UNCSA shall not abridge the freedom of students engaged in the responsible pursuit of knowledge or their right to fair and impartial evaluation of their academic performance.

II. Policy

A. All students shall be responsible for conducting themselves in a manner that helps to enhance an environment of learning in which the rights, dignity, worth, and freedom of each member of the academic community are respected. Students at UNCUSA shall comply with the applicable Student Code of Conduct.

B. In applying regulations in the area of student discipline, UNCUSA shall adhere to the requirements of due process as set forth in Section 502 D (3) of the University *Code* and Section 700.4.1 of the UNC Policy Manual.

C. The following statements shall be included in any UNCUSA Student Code of Conduct:

1. The University embraces and strives to uphold the freedoms of expression and speech guaranteed by the First Amendment of the U.S. Constitution and the North Carolina Constitution. The University has the right under appropriate circumstances to regulate the time, place, and manner of exercising these and other constitutionally protected rights.

2. All students are responsible for conducting themselves in a manner that helps enhance an environment of learning in which the rights, dignity, worth, and freedom of each member of the academic community are respected.

3. Violations of campus or University policies, rules or regulations, or federal, state, or local law may result in a violation of the student code of conduct and imposition of student discipline.

D. The following provisions addressing specific student conduct that could lead to disciplinary action shall be included in any UNCUSA code of student conduct:

1. No student shall threaten, coerce, harass or intimidate another person or identifiable group of persons, in a manner that is unlawful or in violation of a constitutionally valid University policy, while on University premises or at University-sponsored activities based upon the person's race, color, religion, national origin, gender, sexual orientation, gender-identity, creed, disability, or veteran status.

2. No student shall engage in unlawful harassment leading to a hostile environment. Unlawful harassment includes conduct that creates a hostile environment by meeting the following criteria: It is:

- a. Directed toward a particular person or persons;

- b. Based upon the person's race, color, religion, national origin, gender, sexual orientation, gender-identify, creed, disability, or veteran status;

- c. Unwelcome;

- d. Severe or pervasive;

- e. Objectively offensive; and

- f. So unreasonably interferes with the target person's employment, academic pursuits, or participation in University-sponsored activities as to effectively deny equal access to the University's resources and opportunities.

3. In determining whether student conduct violates these provisions, all relevant facts and circumstances shall be considered. Care must be exercised in order to preserve freedoms of speech and expression, as articulated in

current legal standards. Advice should be sought from UNCSEA's General Counsel as appropriate.

E. Education and Advancement

University attorneys, student affairs personnel, and campus law enforcement shall familiarize themselves and remain current regarding legal standards applicable to targeting individuals based upon race, color, religion, national origin, gender, sexual orientation, gender-identify, creed, disability, or veteran status through:

1. Unlawful threats; or
2. Unlawful harassment creating a hostile environment as defined in this policy

III. Procedures

A. Disciplinary measures and/or penalties shall be in accordance with procedural and substantive due process safeguards applicable to disciplinary actions as required by Section 502D(3) of *The Code* and the UNC Policy Manual Section 700.4.1, which are incorporated by reference in this policy.

B. Notice Requirements: The applicable Student Code of Conduct must define prohibited conduct and specify the sanctions that may be imposed for each category of prohibited conduct. Ranges of violations and ranges of sanctions are permissible. Progressive sanctions for multiple violations are also permitted.

C. The Chancellor is responsible for ensuring that the Student Code of Conduct and sanctions are reviewed at least annually to ensure that the Code, rules, and regulations are up to date and that the students have notice of any changes. The Conduct Policy Committee will review the Code, rules, regulations, and sanction provisions and approve any changes. The Conduct Policy Committee will be composed of a representative from each school, high school and college academic programs, campus police, and student life, with non-voting input from the Student Artist Association and High School Advisory Council.

D. The Conduct Policy Committee shall provide an annual report to the Educational Planning and Policies/Student Life Committee of the Board of Trustees summarizing actions and changes.

IV. Effective date: This policy is effective upon passage.