

**HIGH SCHOOL
BULLETIN 2025-2026**



High School Bulletin

Accreditation

The School is accredited by Cognia (formerly AdvancEd) to award the high school diploma with concentrations in dance, drama, music, and the visual arts.

Cognia
9115 Westside Parkway
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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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Mission Statement

*The University of North Carolina School of the Arts provides gifted emerging artists with the experience, knowledge, and skills needed to excel in their disciplines and in their lives, and it serves and enriches the cultural and economic prosperity of the people of North Carolina and the nation. UNCOSA is the state's unique professional school for the performing, visual and moving image arts, training students at the high school, undergraduate and master's levels for professional careers in the arts.**

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, UNCOSA 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 mission statement, shown here in italics, was initially approved by the UNC Board of Governors in response to a review of University of North Carolina institutions' mission statements initiated by the President of the University in 1991. The mission statement was revised and approved by the UNC Board of Trustees, September 2013, and the UNC Board of Governors, February 2014; and reaffirmed by the UNC Board of Trustees, March 2022, and the UNC Board of Governors, July 2022.*

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. An internationally known conductor, arranger and music director, Mr. Mauceri was the first American to hold the post of music director in both British and Italian opera houses, and previously served for fifteen years as the Director of the Hollywood Bowl Orchestra in Los Angeles, California. He increased the school's focus on increased alumni giving, resulting in endowment growth of more than \$14 million and secured the largest one-time private gift in the school's history of the School of the Arts - \$6 million from the William R. Kenan Jr. Charitable Trust to endow the William R. Kenan Jr. Excellence Scholarship Awards. Under Chancellor Mauceri's tutelage, the School of the Arts was listed

for the first time in Kiplinger's 100 Best Values in Public Education, and subsequently during his tenure the School's ranking rose from 61st to 41st, based upon academic achievement. Among many improvements, Chancellor Mauceri successfully secured much needed capital funds to upgrade campus facilities, including a library and a new film production design building, currently under construction.

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." Chancellor Mauceri retired at the end of the 2013 academic year, after serving as Chancellor for seven years.

UNC President Thomas Ross and the UNC Board of Governors announced on April 11, 2014 that M. Lindsay Bierman had been named as the eighth permanent Chancellor of UNC School of the Arts. He assumed the position on July 15, 2014, following Dr. James Moeser, Chancellor Emeritus and Professor of Music at the University of North Carolina at Chapel Hill. Dr. Moeser served as Interim Chancellor for the 2013-2014 academic year, and previously served as chancellor of UNC-Chapel Hill from 2000 until 2008.

Bierman served as editor in chief of *Southern Living* from August 2010 until assuming the position of Chancellor. In that role, he oversaw the editorial vision and content for the eighth-largest monthly paid magazine in the country, with regional and tablet editions reaching 18 million consumers each month. He was also responsible for the strategic development of the iconic *Southern Living* brand, ensuring that a diverse array of special editions, books, digital enterprises, licensed products, and consumer events reflected the brand's core mission and values.

A Michigan native, Bierman graduated from Georgetown University in 1987 with a bachelor's degree in history and French and later earned a master's degree in architecture from the University of Virginia (1993). He also studied abroad at the Institut d'Études Sciences Politiques de Paris and completed internships at Sotheby's, the National Gallery of Art, and on Capitol Hill. Bierman began his career as a designer, researcher, and writer for the renowned New York firm Robert A.M. Stern Architects (1987-90; 1995-96). He also wrote for *Architecture* and *Interior Design* magazines.

In 1997, Bierman moved to Birmingham, Ala., to join Time, Inc., as the first design editor of *Coastal Living*. He was soon tapped as design director of *Southern Accents* and was named executive editor two years later (2000-02). He then became founding executive editor of *Cottage Living* (2002-08), directing all phases of creative development and execution for the launch of a brand-new national lifestyle magazine Adweek named "2005 Startup of the Year." Bierman returned to *Coastal Living* in 2008 as editor in chief, and over the next two years, rebuilt and repositioned the brand, improving reader satisfaction and achieving dramatic improvements in content and design. He joined *Southern Living* as deputy editor in early 2010 and was promoted to editor in chief later that same year.

An innovative, experienced and bilingual arts leader, Brian Cole is the ninth chancellor of UNCOSA. He leads approximately 1,300 students from high school through graduate school, as well as 700 summer and 500 community school students, and more than 600 faculty and staff.

The UNC Board of Governors appointed Cole as chancellor on May 20, 2020. He had previously served as interim chancellor at UNCOSA since August 2019.

Since becoming chancellor, he led the development of "UNCOSA Forward: Our 2022-27 Strategic Plan." The five-year plan will guide UNCOSA into the next era as it evolves to meet the demands of a transforming arts and entertainment landscape and helps its student-artists ignite cultural change in the industry and society. The plan focuses on four core strategic priorities: institutional sustainability; maintaining and expanding industry relevance; interdisciplinary arts work; and health and wellness in the arts. Cole also filled seven key leadership positions, including the executive vice chancellor and provost, the vice chancellor for advancement, three art school deans, the vice provost and dean of student affairs, and the executive director of the Thomas S. Kenan Institute for the Arts, forming a talented team that will take UNCOSA into the next decade.

In addition, he provided leadership for the first comprehensive campaign at UNCSA in decades, Powering Creativity: The Campaign for UNCSA, leading the school across the finish line to raise more than \$75 million, surpassing the original goal by \$10 million.

Cole led UNCSA through a worldwide pandemic, ensuring that UNCSA students would continue to learn, train and perform under the guidance of community health standards informed by scientists and the global arts and entertainment industry. He has also advocated for faculty and students to lead the industry in imagining new ways to create and innovate through the challenges presented by COVID-19.

Cole joined UNCSA as dean of the School of Music in 2016. In that capacity, he also served as the executive director for two preprofessional graduate institutes at the school: the A.J. Fletcher Opera Institute and the Chrysalis Chamber Music Institute. In collaboration with the vice chancellor for advancement, Cole doubled merit-based scholarship resources through major gifts totaling \$4 million and achieved a 150% increase in applications.

Prior to joining UNCSA, Cole served four years as the founding dean of academic affairs at Berklee College of Music's campus in Valencia, Spain. Before that, he served seven years as associate dean of academic affairs at the Puerto Rico Conservatory of Music.

An accomplished conductor, Cole has led orchestras and operas throughout the United States, Europe, South America and the Caribbean. He has served the Cincinnati Symphony Orchestra as conducting assistant and also as assistant conductor for the May Festival. Cole has held the positions of assistant conductor and director of education and outreach programs for the Cincinnati Chamber Orchestra, and as music director of the Concert Orchestra of the University of Cincinnati College-Conservatory of Music.

Cole was a doctoral student in orchestral conducting at the University of Cincinnati. He received his Master of Music in instrumental conducting from the University of Illinois and his Bachelor of Music in bassoon performance from Louisiana State University.

The School of the Arts has seen its enrollment grow to more than 1,150 students from more than 40 states and 20 foreign countries. The total number of full-time and part-time faculty now exceeds 170. 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.

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High School Academics

Martin Ferrell, 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, UNCSCA'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. Specific Admissions and Transfer Requirements

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 UNCSCA high school applicants.

The High School Academic Program transfers new students' prior course credits to UNCSCA transcripts. Once a student has been accepted to UNCSCA, no course credit may be transferred to UNCSCA, 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 UNCSCA 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 UNCSCA.

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 UNCSCA 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 UNCSEA 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 Bursar's 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. Attendance Policy

General information on class attendance

Academic class attendance is a student obligation. UNCSEA expects all students to regularly and punctually attend all classes in which they are enrolled. Each academic teacher submits a daily report of attendance, and the official attendance record for each student is kept in the High School Academic Program office.

If a student has an excused absence from a class, the teacher will permit the student to make up the work missed. It is the student's responsibility to arrange for make-up work in consultation with the teacher within two days of the student's return to school if the excused absence was unplanned (e.g., for illness). Make-up work for planned absences that are excused ahead of the event (e.g., for off-campus auditions) should be arranged with teachers at least 24 hours **before** the student leaves campus.

While teachers are available to assist with make-up work for excused absences, they are not expected to do so when an absence is unexcused, except to provide information about the work missed. It is the student's responsibility to know whether an absence is excused; if in doubt, the student should check with the High School Academic Program office. Notices of unexcused absences are sent by email to students' campus email addresses and copied to their parents. However, a student's failure to receive a notice does not relieve the student of personal responsibility regarding all absences.

A student who misses nine (9) or more classes in a course during a single semester, regardless of whether the absences are excused or unexcused, will incur a "one-step" grade reduction penalty per absence (for instance, an A on a student's transcript, regardless of percentage, would be lowered to an A- on the ninth absence from the course). Second semester seniors may miss up to twelve (12) classes in a course during that semester before incurring this penalty. Such grade deductions will be tracked by the Academic Office, with notifications being sent to the parents, student, and teacher at regular intervals as absences accumulate. On the ninth absence (13th for second semester seniors), the student, parents, and teacher will be notified that:

1. the student has crossed the absence threshold and will incur a one-step grade deduction penalty to be assessed by the teacher at the end of the semester;
2. for each subsequent absence, the student will incur an additional one-step grade penalty; and
3. the student may submit a written appeal (email is acceptable) contesting the application of the grade penalty to the Dean of the High School Academic Program with supporting documentation.

A student who misses 15 or more class meetings in a course during a single semester, regardless of whether the absences are excused or unexcused, will not receive credit for the course that semester. The Associate Dean of the High School Academic Program will notify a student and the student's parents of a violation of this rule. A student has the right to appeal the loss of credit to the Dean of the High School Academic Program. Appeals should be submitted to the Dean in writing with any relevant documentation. Email is acceptable.

Please note that, while excused tardies and early dismissals do not affect a student's absence total, a student who misses more than 15 minutes of a class period will be considered absent from that class for attendance purposes.

If a teacher is absent, each student in the class is responsible for following the procedures established by the teacher for that day, whether or not a substitute instructor is present.

Class cancellations or delays as a result of inclement weather will be announced by the Office of the Chancellor for the UNCOSA campus as a whole and broadcast on local media outlets.

A parent/guardian who picks up a student from UNCOSA during the school day must notify the High School Academic Program office (336-770-3245, stillerk@uncosa.edu). Residential students must also sign out and back in from the High School Residence Life office (in the residence hall connector building).

EXCUSED ABSENCES-UNPLANNED (ILLNESS AND EMERGENCIES)

Procedures for Residential Students

When residential students are too ill to attend class, they must report to the Wellness Center in the Hanes Student Commons Building **prior to** the beginning of the class for which they need to be excused. Students who are too ill to walk to the Wellness Center should immediately notify a residence hall staff member. **Parents or guardians of residential students may not call or write to excuse a student from classes because of illness unless their son or daughter is at home with them at the time the illness occurs (e.g., during a weekend visit home).** A visit to the Wellness Center, however, does not automatically excuse a student from class. Only those students who are reported by the Wellness Center staff as "Confined" to their residence hall room because of illness will be excused from classes. Confined students who "break" confinement by leaving their dorm room without permission will have their class absences for that day changed from excused to unexcused (see section on unexcused absences below).

Procedures for Commuter Students

Parents or guardians of commuter students who become ill at home, or who are out of school for any other reason that was not prearranged, must call or e-mail the High School Academic Program office **prior to** their daughter's or son's first academic class to report the absence to Ms. Stiller **each day** that the student is out (336-770-3245, stillerk@uncosa.edu).

Commuter students who are reported by their parent/guardian as ill in the morning **may not attend arts or academic classes for the rest of the day.** Students who come to campus later in the day after being reported ill by a parent/guardian will have their earlier absences recorded as unexcused.

EXCUSED ABSENCES – PLANNED

Procedures for reporting planned absences

The parents/guardians of students who will miss classes for scheduled commitments (e.g., off-campus medical appointments, auditions, or family events) must notify the High School Academic Program office **in writing at least one (1) week before the anticipated absence**. The notice must include the reason for the absence(s) and the dates and times of the student's departure and return. The notice may be e-mailed to Ms. Kim Stiller (stillerk@uncsa.edu). The High School Academic Program office will let parents and students know if there are any concerns regarding the requested absence(s), or if further information is necessary. Although scheduled absences are typically excused when families follow the above procedure, the parent/guardian and the student will be notified if the planned absence(s) will not be excused.

The student's responsibility in preparing for planned absences

While it is the parent/guardian's responsibility to notify the Academic Program office of a student's upcoming absence, it is the student's responsibility to communicate with the student's academic teachers at least 24 hours prior the student's departure from campus in order to schedule any make-up work and to collect any assignments the student must complete while away. To help ensure that these conversations take place, a student must submit a completed Planned Absence Form with signatures from each of the student's academic teachers to the Academic Office **by noon on the school day prior** to the absence. The failure of a student to communicate with the student's teachers in this way prior to departure will result in the reclassification of the absences as unexcused. See the section on unexcused class absences below.

If a student misses a class in which there is an assessment scheduled or an assignment due, but attends other classes on the same day, the student is expected to submit the assignment or take the test that day unless the teacher and student work out a different mutually agreed upon time. If such arrangements are not made, the student will incur a 10% grade reduction late penalty per school day until the assignment is submitted or the test taken.

Medical appointments

Students are expected to schedule non-emergency medical treatment, including appointments with the counselors or athletic trainers in the UNCSA Wellness Center, at a time when they do not have a scheduled class. If a class absence is unavoidable, the following procedure must be followed:

- Medical appointments provided by the UNCSA Wellness Center will be documented on a daily report to the High School Academic Program office, but the student is still responsible for notifying the High School Academic Program office **before the day of the appointment** if the student finds that a class absence is unavoidable in making a Wellness Center appointment.
- Students who do not clear their conflicting Wellness Center appointments with the High School Academic Program office will not be excused from class.
- Parents/guardians are responsible for letting the High School Academic Program office know about personally-arranged off-campus medical appointments at least one week in advance if possible. Students must also present a doctor's note upon their return to campus to document all off-campus medical appointments that result in class absences.

Personal Reasons

Absences for personal reasons, such as religious holidays or family events, will be considered on an individual basis upon the presentation of a written request from a parent or guardian. The written request should be submitted to the High School Academic Program office **at least one (1) week prior to the proposed departure date**. Please note: UNC policy allows each student a maximum of two (2) excused absences each academic year for religious observances.

Arts-related Absences

Arts-related absences, including those for activities sponsored by UNCOSA, are not automatically excused.

UNCOSA-sponsored activities: The student's art school will notify the High School Academic Program office in writing at least one (1) week in advance if a student is to be absent from class for UNCOSA-sponsored activities. **Students are not automatically excused from academic classes for UNCOSA rehearsals, costume fittings, on-campus auditions, private lessons, juries, or other arts activities.** (Note: All art school notifications must come from the arts school dean or the dean's designee.)

- Personally-arranged arts activities: If a student chooses to be absent from class to attend a non-UNCOSA-sponsored arts activity such as a concert, competition, or summer program audition, the student must follow the planned excused absence procedures above. Failure to properly notify the High School Academic Program office may result in unexcused absences.

College visits and off-campus auditions

High School seniors who wish to be excused from class to visit colleges or participate in off-campus auditions or interviews should complete the planned excused absence process described above. A written request from a parent/guardian identifying the college or audition location, with the dates and the times of the scheduled departure and return, must be sent to the High School Academic Program office at least one (1) week prior to the student's departure. Seniors are expected to schedule college visits and auditions to avoid being out of academic classes for more than two consecutive class days. Seniors are allowed a maximum of six (6) total absences in one academic year for college visits or auditions. Students in grades 9-11 are allowed a maximum of two (2) total excused absences in one academic year for off-campus auditions (e.g., for summer programs). Should a senior request more than six absences, the student's teachers, the Guidance Counselor, and the Associate Dean of the High School Academic Program will evaluate the request in light of student's performance in class, the number of days already missed, and other considerations, to determine if the absences will be recorded as excused or unexcused. **Please remember that a student who misses 15 or more class meetings in a course during a single semester, for any reason, may not receive credit for the course that semester.**

Requests for early departures at holiday breaks and other school breaks

Students who find it necessary to leave campus before the official end of classes prior to a holiday break or other school break (such as fall or spring break) must have a parent/guardian notify the High School Academic Program office at least one (1) week in advance of the absence. **However, vacation or general travel plans are NOT acceptable reasons for early departures, and absences for these reasons will be recorded as unexcused. Please pay attention to the academic calendar and plan your travel itineraries accordingly.**

Requests for early departures at the end of the spring semester

Students who find it necessary to leave campus before the official end of spring semester must follow special clearance procedures (below). Early departure requests must be approved, as missing the last days of the spring semester will mean that a student misses final academic exams. Teachers are not always able to reschedule final exams for individual students, nor are they expected to. **Vacation or general travel plans are NOT acceptable reasons for early departures, and absences for these reasons will be recorded as unexcused. Please pay attention to the academic calendar and plan your travel itineraries accordingly.**

1. The parent or guardian must notify the High School Academic Program office in writing at least two (2) weeks before the first day of final exams, stating the date and reason for the early departure.

2. If the request is approved, the Academic Program office will process the Early Departure form, which will document the student's rescheduled exam times. Students who leave campus without full clearance will receive unexcused absences and potentially receive failing grades on their final exams.

UNEXCUSED ABSENCES

When a student acquires, during a single semester, a first unexcused absence in a course, the High School Academic Program office will notify the student, the parents, the teacher, the arts school dean, and the High School Residence Life staff via email.

After the first unexcused absence, each subsequent unexcused absence will count twice (in effect, as two absences) toward the total absence threshold of eight (8) for the semester (the threshold for second semester seniors is 12). As noted previously, once a student crosses this threshold, the student will incur the one-step grade deduction penalty for each additional class missed. It is up to the teacher's discretion whether to allow a student to make up work missed from such an absence or to impose a grade penalty on the assignment. Individual teacher guidelines for make-up work will be published in course syllabi.

Please note, too, that an accumulation of three (3) instances of unexcused tardiness to class will result in the recording of one (1) unexcused absence on the next class date following the third unexcused tardiness. Unexcused tardiness to class in excess of 15 minutes counts automatically as one full unexcused absence in that class for that day.

C. High School Academic Integrity Policy

All work, unless cited or credited where appropriate (such as a research project) is to be solely a student's own work. Plagiarism, cheating, or otherwise presenting the work of others without appropriate credit or acknowledgment will result in a penalty for that assignment, to be determined by the teacher. (Penalties can range from a verbal warning in minor instances to an 'F' for that assignment, with a requirement to redo said assignment for no credit.) Additionally, incidents of dishonesty in one's coursework will be documented by the teacher and filed with the Academic Office as part of the student's record, and the student will be required to meet with the appropriate Program Director, Associate Dean, or Dean. Parents or Guardians of the student will be notified of the violation and its attendant consequences. Repeated incidents of dishonesty in one's coursework may result in the student being placed on probation, removal from a class, or dismissal from the High School. Administrative sanctions from the appropriate Program Director, Associate Dean, or appropriate Dean may be appealed in writing to the Provost's Office for review.

D. Academic Probation

Because a high school student's graduation from UNCOSA is contingent upon the successful completion of required academic courses, the High School Academic Program may place newly admitted or currently enrolled students on academic probation. The probation policy can be found in the Institutional Policies section of this academic bulletin.

E. Long-Term Absence for Medical Reasons

A student who must leave school for medical reasons, either by order of the UNCOSA 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 UNCOSA and UNCOSA will assist the student in the process of transferring to another school by providing documentation of academic work completed while enrolled at UNCOSA. A student withdrawn from UNCOSA 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 UNCOSA 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 UNCOSA during the academic year may receive permission, upon request, to complete their UNCOSA high school diploma requirements through an approved correspondence or on-line program and qualify to receive the UNCOSA 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 UNCOSA 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 UNCOSA for disciplinary reasons are not eligible to graduate from UNCOSA on a non-resident status basis and must adhere to the requirements of their suspension for re-applying to and graduating from UNCOSA.

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 and all 9th-graders be enrolled in at least four academic 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. UNCOSA high school students may not take academic courses in the High School Academic Program unless they are enrolled full-time in a UNCOSA 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 UNCOSA 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.

The Citizen Artist Graduation Requirement

The Citizen Artist graduation requirement is part of the 20 units required for a student to earn a diploma from UNCOSA's High School Academic Program. The core of the requirement is the successful completion of a Citizen Artist-designated course, each of which will house a robust, year-long citizen artist project.

Seniors will have a menu of courses (designated in the "High School Courses" section) from which they can choose that will fulfill the Citizen Artist requirement. No matter the subject area, a number of core skills will be consistent across all of these courses and projects; students will receive some training in, and feedback and assessment on, the following skills:

- Research
- Oral Presentation
- Visual Presentation
- Civic Action

Further, in terms of these core skills, there will be some common assessments to ensure consistency of expectations. There will also be a final exhibition of student work, with smaller formative assessments spaced thoughtfully throughout the year to help support the students by breaking up their projects into more manageable stages and providing formal feedback opportunities for students on their progress.

Total Credits Required for High School Graduation*

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

**Total to be accumulated in grades 9-12*

High School Courses

English

ENG 0011: 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 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: Yearbook and Student Publications (.125 unit per semester)

The Yearbook and Student Publications 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 course requires students to take part in all aspects of production of the yearbook, the newspaper, and other publication opportunities that might arise. Students design, take photographs, conduct interviews and research, write articles, and use current technology for production, including Adobe in Design. This course does not satisfy any of the English requirements for graduation. **Prerequisite(s):** None

ENG 0014: Yearbook and Student Publications (.125 unit per semester)

The Yearbook and Student Publications 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 course requires students to take part in all aspects of production of the yearbook, the newspaper, and other publication opportunities that might arise. Students design, take photographs, conduct interviews and research, write articles, and use current technology for production, including Adobe In Design. This course does not satisfy any of the English requirements for graduation. **Prerequisite(s):** None

ENG 0021: English 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 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 0031: 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 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 0041: English IV: Senior Seminar (.50 unit per semester)

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. This course can fulfill the Citizen Artist Requirement.

ENG 0042: English IV: Senior Seminar (.50 unit per semester)

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. This course can fulfill the Citizen Artist Requirement.

ENG 0045: Introduction to Film Studies (.50 unit per semester)

Introduction to Film Studies introduces seniors to film as an art form and mode of communication. Students will become familiar with strategies and tools for reading film as a text, will be introduced to the history of film as an art form, and will explore various perspectives from which to view films. In addition, the class focuses on written expression of ideas, analysis, and interpretation and, through both formal and informal writing, will develop each student's writing skills.

ENG 0046: Introduction to Film Studies (.50 unit per semester)

Introduction to Film Studies introduces seniors to film as an art form and mode of communication. Students will become familiar with strategies and tools for reading film as a text, will be introduced to the history of film as an art form, and will explore various perspectives from which to view films. In addition, the class focuses on written expression of ideas, analysis, and interpretation and, through both formal and informal writing, will develop each student's writing skills.

ENG 0051: 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 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: Advanced Placement English Literature and Composition (.50 unit per semester)

This seminar-style course for seniors that 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. This course can fulfill the Citizen Artist Requirement.

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

This seminar-style course for seniors that 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. This course can fulfill the Citizen Artist Requirement.

French

FRE 0011: 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 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: 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(s):** French I; placement testing.

FRE 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(s):** French I; placement testing.

FRE 0031: 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(s):** French II; placement testing.

FRE 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 student's ability to analyze, understand and apply new concepts; and to build confidence in conversational skills. The course is conducted primarily in French. **Prerequisite(s):** French II; placement testing.

Health

HEA 0011: 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.

HEA 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.

High School

HSC 0031: High School Guided Study (.125 to .50 units per semester)

The High School Guided Study course option is initiated as needed by the High School Academic Program (HSAP) administration when an individual high school student requires a course, typically for graduation or college admission, that the program cannot otherwise accommodate through its regular course offerings or schedule. Guided Study is available only in the subject-areas already offered by the HSAP, as identified in the High School Bulletin by these course prefixes: ENG, MAT, SPA, FRE, HEA, SST and SCI. However, Guided Study may not be offered as a direct substitute for any individual HSAP course already listed in the High School Bulletin. Students may not initiate a Guided Study.

HSC 0032: High School Guided Study (.125 to .50 units per semester)

The High School Guided Study course option is initiated as needed by the High School Academic Program (HSAP) administration when an individual high school student requires a course, typically for graduation or college admission, that the program cannot otherwise accommodate through its regular course offerings or schedule. Guided Study is available only in the subject-areas already offered by the HSAP, as identified in the High School Bulletin by these course prefixes: ENG, MAT, SPA, FRE, HEA, SST and SCI. However, Guided Study may not be offered as a direct substitute for any individual HSAP course already listed in the High School Bulletin. Students may not initiate a Guided Study.

Mathematics

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

Algebra I is a one-year comprehensive course designed to develop a solid foundation of algebra by building on past math knowledge. This course will examine characteristics of functions with a focus on linear, exponential, and quadratic functions and equations. The course will also include one and two variable statistics. The emphasis will be on solving problems, both abstract and contextual, which require fluency with multiple representations of mathematical concepts. Current technology will be used when appropriate. **Prerequisite(s):** placement test

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

Algebra I is a one-year comprehensive course designed to develop a solid foundation of algebra by building on past math knowledge. This course will examine characteristics of functions with a focus on linear, exponential, and quadratic functions and equations. The course will also include one and two variable statistics. The emphasis will be on solving problems, both abstract and contextual, which require fluency with multiple representations of mathematical concepts. Current technology will be used when appropriate. **Prerequisite(s):** placement test

MAT 0021: Geometry (.50 unit per semester)

This Euclidean geometry contains an in-depth analysis of the properties of and relationships between geometric objects. This 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(s):** Algebra I.

MAT 0022: Geometry (.50 unit per semester)

This Euclidean geometry contains an in-depth analysis of the properties of and relationships between geometric objects. This 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(s):** Algebra I.

MAT 0031: Algebra II (.50 unit per semester)

Algebra II is a second year algebra course. The course emphasizes the study of sequences, polynomials and rational functions, complex numbers and rational exponents, exponential functions and equations, and transformations of functions. Additional topics may include trigonometric functions and statistics. The emphasis will be on solving problems, both abstract and contextual, which require fluency with multiple representations of mathematical concepts. Current technology will be used when appropriate. **Prerequisite(s):** Algebra I or equivalent course

MAT 0032: Algebra II (.50 unit per semester)

Algebra II is a second year algebra course. The course emphasizes the study of sequences, polynomials and rational functions, complex numbers and rational exponents, exponential functions and equations, and transformations of functions. Additional topics may include trigonometric functions and statistics. The emphasis will be on solving problems, both abstract and contextual, which require fluency with multiple representations of mathematical concepts. Current technology will be used when appropriate. **Prerequisite(s):** Algebra I or equivalent course

MAT 0043: 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 topics, with functions being expressed graphically, numerically, symbolically, and verbally. This course is designed to prepare students for the study of calculus. **Prerequisite(s):** Algebra II.

MAT 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 topics, with functions being expressed graphically, numerically, symbolically, and verbally. This course is designed to prepare students for the study of calculus. **Prerequisite(s):** Algebra II.

MAT 0045: Discrete Math (.50 unit per semester)

Discrete mathematics is a one-year course that introduces students to the mathematics of networks, data analysis, and decision making. Applications and modeling are central to this course of study. Additional topics may include number theory, financial math, set theory, logic, parametric equations, and connections between mathematics and the arts. Appropriate technology, from manipulatives to calculators and application software, are used regularly. This course can fulfill the Citizen Artist Requirement. **Prerequisite(s):** Algebra II or equivalent

MAT 0046: Discrete Math (.50 unit per semester)

Discrete mathematics is a one-year course that introduces students to the mathematics of networks, data analysis, and decision making. Applications and modeling are central to this course of study. Additional topics may include number theory, financial math, set theory, logic, parametric equations, and connections between mathematics and the arts. Appropriate technology, from manipulatives to calculators and application software, are used regularly. This course can fulfill the Citizen Artist Requirement. **Prerequisite(s):** Algebra II or equivalent.

MAT 0051: 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, approximations, 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(s):** Pre-Calculus or equivalent.

MAT 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, approximations, 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(s):** Pre-Calculus or equivalent.

MAT 0053: 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. This course can fulfill the Citizen Artist Requirement. **Prerequisite(s):** Algebra II or equivalent, but Pre-Calculus or equivalent strongly recommended.

MAT 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. This course can fulfill the Citizen Artist Requirement. **Prerequisite(s):** Algebra II or equivalent, but Pre-Calculus or equivalent strongly recommended.

Science

SCI 0011: Integrated Science Seminar (.50 unit per semester)

Integrated Science Seminar is the standard 9th grade course in the HSAP at UNCSA. This course provides the requisite foundation for all subsequent UNCSA science courses. This course is an introduction to the basic principles of scientific thinking and processes. The course includes student use of inquiry to formulate questions, propose hypotheses, design and conduct investigations, and communicate results based on evidence. The course includes student analysis of situations in the real world with principles of chemistry and physics, application of scientific ideas with technology, and evaluation of the outcomes of such applications. **Prerequisite(s):** None

SCI 0012: Integrated Science Seminar (.50 unit per semester)

Integrated Science Seminar is the standard 9th grade course in the HSAP at UNCSA. This course provides the requisite foundation for all subsequent UNCSA science courses. This course is an introduction to the basic principles of scientific thinking and processes. The course includes student use of inquiry to formulate questions, propose hypotheses, design and conduct investigations, and communicate results based on evidence. The course includes student analysis of situations in the real world with principles of chemistry and physics, application of scientific ideas with technology, and evaluation of the outcomes of such applications. **Prerequisite(s):** None

SCI 0023: Chemistry (.50 unit per semester)

Chemistry is the standard 10th grade course in the HSAP at UNCSA. Chemistry is an examination of matter in a lab-based setting, with emphasis on the structures, properties, and interactions of matter. The course provides many connections to the everyday life of the student as well as a strong foundation for subsequent UNCSA science courses. It also encourages the development of new problem-solving and visualization skills. Labs and activities seek to further students' procedural skills as well as providing a framework for new knowledge. **Prerequisite(s):** Ninth grade students co-enrolled in Algebra II or higher may enroll in Chemistry.

SCI 0024: Chemistry (.50 unit per semester)

Chemistry is the standard 10 grade course in the HSAP at UNCSA. Chemistry is an examination of matter in a lab-based setting, with emphasis on the structures, properties, and interactions of matter. The course provides many connections to the everyday life of the student as well as a strong foundation for subsequent UNCSA science courses. It also encourages the development of new problem-solving and visualization skills. Labs and activities seek to further students' procedural skills as well as providing a framework for new knowledge. **Prerequisite(s):** Ninth grade students co-enrolled in Algebra II or higher may enroll in Chemistry.

SCI 0033: Biology (.50 unit per semester)

Biology is the standard 11th grade course in the HSAP at UNCSA. Biology presents a study of basic biological concepts and laboratory techniques through lecture, group work, class discussion, and experimentation. Topics may include, but are not limited to: the nature and history of science, biological evolution; interactions of organisms with their environments; matter, energy, and organization in living systems; cell biology; the molecular basis of heredity; human anatomy and physiology; and biotechnology. The course includes student exploration of cultural, social, economic, and political issues embedded in the biological sciences. **Prerequisite(s):** Chemistry

SCI 0034: Biology (.50 unit per semester)

Biology is the standard 11th grade course in the HSAP at UNCSA. Biology presents a study of basic biological concepts and laboratory techniques through lecture, group work, class discussion, and experimentation. Topics may include, but are not limited to: the nature and history of science, biological evolution; interactions of organisms with their environments; matter, energy, and organization in living systems; cell biology; the molecular basis of heredity; human anatomy and physiology; and biotechnology. The course includes student exploration of cultural, social, economic, and political issues embedded in the biological sciences. **Prerequisite(s):** Chemistry

SCI 0041: Environmental Science (.50 unit per semester)

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. This course can fulfill the Citizen Artist Requirement. **Prerequisite(s):** one year of High School Biology and one year of High School Chemistry, or permission of the instructor.

SCI 0042: Environmental Science (.50 unit per semester)

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. This course can fulfill the Citizen Artist Requirement. **Prerequisite(s):** one year of High School Biology and one year of High School Chemistry, or permission of the instructor.

SCI 0043: Physics (.50 unit per semester)

Physics 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: energy, forces, gravitation, charge, waves, and magnetism. **Prerequisites:** Biology and students must have completed or be concurrently taking Algebra II.

SCI 0044: Physics (.50 unit per semester)

Physics 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: energy, forces, gravitation, charge, waves, and magnetism. **Prerequisites:** Biology and students must have completed or be concurrently taking Algebra II.

SCI 0045: Biology Research & 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. This course can fulfill the Citizen Artist Requirement. **Prerequisites:** Biology and Chemistry

SCI 0046: Biology Research & 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. This course can fulfill the Citizen Artist Requirement. **Prerequisites:** Biology and Chemistry.

SCI 0051: Advanced Placement Environmental Science (.50 unit per semester)

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. AP Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. Students can qualify for credit at many colleges upon satisfactory completion of the College Board Advanced Placement Environmental Science exam. This course can fulfill the Citizen Artist Requirement. **Prerequisites:** Chemistry and Biology

SCI 0052: Advanced Placement Environmental Science (.50 unit per semester)

The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. AP Environmental Science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. Students can qualify for credit at many colleges upon satisfactory completion of the College Board Advanced Placement Environmental Science exam. This course can fulfill the Citizen Artist Requirement. **Prerequisites:** Chemistry and Biology

SCI 0053: Advanced Placement Physics 1 (.50 unit per semester)

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, and waves. Students can qualify for credit at many colleges upon satisfactory completion of the College Board Advanced Placement Physics 1 exam. **Prerequisites:** Biology and students must have completed or be concurrently taking Algebra II

SCI 0054: Advanced Placement Physics 1 (.50 unit per semester)

AP Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore these topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, and waves. Students can qualify for credit at many colleges upon satisfactory completion of the College Board Advanced Placement Physics 1 exam. **Prerequisites:** Biology and students must have completed or be concurrently taking Algebra II

Spanish

SPA 0011: 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 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: 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(s):** Spanish I; placement testing.

SPA 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(s):** Spanish I; placement testing.

SPA 0031: 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(s):** Spanish II or placement testing.

SPA 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(s):** Spanish II or placement testing.

Social Studies

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

This survey course that 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 0012: World History (.50 unit per semester)

This survey course that 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: 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 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: 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 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: 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 UNCSEA graduation requirement for World History. May be taken as a social studies elective.

SST 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 UNCSEA graduation requirement for World History. May be taken as a social studies elective.

SST 0043: 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 UNCSEA graduation requirement for civics and economics. May be taken as a social studies elective.

SST 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 UNCSEA graduation requirement for civics and economics. It may also be taken as a social studies elective.

SST 0045: African Diaspora Studies (.50 unit per semester)

This course will examine first the history of pre-diaspora Sub-Saharan Africa and the subsequent forced migration of millions of Africans to the "New World." A diaspora is literally a scattering or dispersal. In the case of peoples, a diaspora refers to their dispersal to other lands from a hearth or homeland. The African Diaspora represents world history's largest forced "scattering" of peoples to new lands. After the introductory unit, the course considers the legacy and cultural contributions of Africans to four contemporary countries: the United States, the Dominican Republic and Haiti, and Brazil. This course can fulfill the Citizen Artist Requirement. **Prerequisite(s):** None

SST 0046: African Diaspora Studies (.50 unit per semester)

This course will examine first the history of pre-diaspora Sub-Saharan Africa and the subsequent forced migration of millions of Africans to the "New World." A diaspora is literally a scattering or dispersal. In the case of peoples, a diaspora refers to their dispersal to other lands from a hearth or homeland. The African Diaspora represents world history's largest forced "scattering" of peoples to new lands. After the introductory unit, the course considers the legacy and cultural contributions of Africans to four contemporary countries: the United States, the Dominican Republic and Haiti, and Brazil. This course can fulfill the Citizen Artist Requirement. **Prerequisites:** None

SST 0051: 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 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: 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. **Prerequisite(s):** None

SST 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. **Prerequisite(s):** None

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

Advanced Placement United States Government and Politics 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 US 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 UNCSEA, 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 0056: Advanced Placement United States Government and Politics (.50 unit per semester)

Advanced Placement United States Government and Politics 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 US 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 UNCSEA, 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: 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.

SST 0058: Adv. 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.

SST 0060: Advanced Placement Psychology (.50 unit per semester)

The AP Psychology course is designed to introduce high school seniors to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. Students can qualify for credit at many colleges upon satisfactory completion of the College Board Advanced Placement Psychology exam.

SST 0061: Advanced Placement Psychology (.50 unit per semester)

The AP Psychology course is designed to introduce high school seniors to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. Students can qualify for credit at many colleges upon satisfactory completion of the College Board Advanced Placement Psychology exam.

SST 0062: Advanced Placement Human Geography (.50 unit per semester)

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course, which can be taken by 11th and 12th graders, introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Students can qualify for credit at many colleges upon satisfactory completion of the College Board Advanced Placement Human Geography exam. Taken at UNCSA, this course acts as a social studies elective and does not fulfill a graduation requirement. This course can fulfill the Citizen Artist Requirement. **Prerequisite(s):** None

SST 0063: Advanced Placement Human Geography (.50 unit per semester)

The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course, which can be taken by 11th and 12th graders, introduces students to the systematic study of patterns and processes that have shaped human understanding, use and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Students can qualify for credit at many colleges upon satisfactory completion of the College Board Advanced Placement Human Geography exam. Taken at UNCSA, this course acts as a social studies elective and does not fulfill a graduation requirement. This course can fulfill the Citizen Artist Requirement. **Prerequisite(s):** None

Academic Calendar

Fall 2025 semester

Mon. - Fri., Jun 16 - 27	E-Z Arts opens for incoming C1 course registration (Arts and DLA classes) & G1 course registration.
Mon., Jul. 28	E-Z Arts opens for schedule changes.
Thurs., Aug. 7	New High School students arrive.
Sat. Aug. 9	Returning High School students arrive.
Mon., Aug. 11	High School classes begin; New Graduate students arrive.
Tues., Aug. 12	New Undergraduate students arrive.
Wed., Aug. 13	High School classes are held.
Thurs., Aug. 14	Returning Graduate and Undergraduate students arrive.
Mon., Aug. 18	University classes begin; Special Student registration.
Fri., Aug. 22	Last day to add or drop a Fall Semester class by 5pm.
Fri., Aug. 29	Census.
Mon., Sept. 1	Labor Day -- No classes held; Offices closed.
Fri., Sept. 19	Collaborative Day - all classes and activities suspended for the entire day and evening.
Fri., Oct. 3	Last day to withdraw from Fall classes with grade of "W" by 5pm; High School midterm.
Sat.-Tues., Oct. 4-7	Fall Break. High School residence halls close Sat. Oct 5 at noon and re-open on Tue. Oct. 8 after noon.
Thurs., Oct. 16	Collaborative Day - classes and activities will resume at 5:00 PM.
Mon.-Fri., Oct. 20-24	Course Planning for Spring 2026 Semester .
Fri., Oct. 24	Last day to withdraw from UNCSA.
Mon.-Fri., Oct. 27- Nov. 7	Registration for Spring 2026 Semester.
Mon., Nov. 10	Collaborative Day - all classes and activities suspended for the entire day and evening.
Wed-Sun., Nov. 26-30	Thanksgiving Holiday Break. High School residence halls close Wed. Nov. 26 at noon and re-open Sun. Nov. 30 at noon.
Mon., Dec. 8	Last day of All classes.
Tues., Dec. 9	Reading Day.
Wed.-Sat. Dec. 10-13	Exam Period: DLA Exams until 3pm; HS Arts Activities 3:30pm-6pm; UG Arts Exams/ Activities 3:30pm-8pm.
Sat., Dec. 13	Semester ends. All residence halls close at noon.

Spring 2026 semester

Mon., Jan. 5	EZ Arts Opens for Late Registration and Schedule Changes.
Sun., Jan. 11	All residence halls re-open at noon.
Mon., Jan. 12	Classes begin; check-in begins; Special Student registration.
Fri., Jan. 16	Last day to add or drop a Spring Semester class by 5pm.
Mon., Jan. 19	Martin Luther King Jr. Day; No classes held. Offices closed.
Mon., Jan. 26	Census.
Fri., Jan. 30	Collaborative Day - all classes and activities will resume at 5 PM.
Tues., Feb. 17	Collaborative Day - all classes and activities suspended for the entire day and evening.
Fri., Feb. 27	Last day to withdraw from Spring classes with grade of "W" by 5pm.
Sat.-Sun., Mar. 7-15	Spring Break (no classes held). High School residence halls close Sat. Mar. 7 at noon and re-open Sun. Mar. 15 at noon.
Mon.-Fri., Mar. 16-20	Course Planning for Fall 2026 Semester .
Mon.-Fri., Mar. 23 - Apr. 3	Registration for Fall 2026 Semester.
Fri., Mar. 27	Last day to withdraw from UNCSEA with a grade of "W" by 5pm.
Mon., Apr. 6	Collaborative Day - all classes and activities suspended for the entire day and evening.
Mon., May 4	Last day of grad & undergrad (Arts & DLA) classes; Spring grading opens.
Tues.-Thur., May 5-7	Undergraduate & Graduate Final Exams.
Wed., May 6	High School Academic Program classes are held.
Thurs., May 7	Last day of High School Academic Program classes.
Fri., May 8	High School Academic Program Exam Review Day. College residence halls close for non-graduating students at noon.
Mon.-Wed., May 11-13	High School Academic Program Exams.
Thurs., May 14	High School Academic Program Exam Make-up Day. High School residence halls close for non-graduating students at 6 PM.
Sat., May 16	High School & College Commencements; Semester Ends. High School residence halls close for graduating students at 6 PM.
Sun., May 17	College residence halls close at 10 AM for graduating students.

Office of Admissions

David Sigman, Vice Provost for Enrollment Management

Programs of Study

The School is accredited by Cognia (formerly AdvancEd) to award the high school diploma with concentrations in dance, drama, music, and the visual arts.

Cognia
9115 Westside Parkway
Alpharetta, GA 30009
1.888.413.3669

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 UNCSA 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 UNCSA 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 UNCSA 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 translated to English with both a credential evaluation and GPA equivalent from a certifying agency. Transcripts from each school attended must be sent to the certifying agency for evaluation and certification. Approved agencies can be found at www.naces.org or www.aice-eval.org.

- 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 TOEFL Jr. test score with a minimum score of 745 or a Duolingo test score with a minimum score of 100.
- Applicants must submit an Artistic Statement.
- If accepted to UNCSA, applicants must fill out a Certificate of Financial Responsibility Form 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 Division of Institutional Engagement 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.
- 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, 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 along with a parent signature.
- 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.
- A résumé
- Artistic Statement
- Required application documents, as needed by conservatory

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, and virtually.

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.

Applicants must have a minimum unweighted GPA of 2.3 (C+), no more than one failing grade in the previous year's work and no more than two failing grades in their overall coursework.

Wait List Policies

The University of North Carolina School of the Arts (UNCSA) places students recommended for acceptance on a wait list when enrollment capacity has been reached at the art school of the student's choice. If they need financial assistance, students should follow financial aid application procedures as indicated by the Office of Student Financial Aid. Students on the wait list will be notified by the Office of Admissions with an official letter of acceptance if an opening becomes available. At the time their admissions status changes, students should contact the Office of Student Financial Aid to discuss their financial aid status. Wait lists will be in effect until the start of classes.

Community Standards Review Policy

All students at the University of North Carolina School of the Arts (UNCSA) 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.

As part of our admissions process, applicants are asked to disclose any past school disciplinary actions, criminal offenses, or non-honorable military discharges. This information is reviewed carefully and confidentially and does not automatically disqualify an applicant from admission. However, failure to provide complete, accurate, and truthful information will be grounds to deny admission, withdraw an offer of admission, or lead to dismissal after enrollment.

Applicants are required to notify the university immediately and in writing of any new or pending criminal charge, any disposition of a criminal charge, any school, college, or university disciplinary action, any type of non-honorable military discharge, or any non-routine absence from school, that occurs at any time after application submission but prior to enrollment. Failure to do so may be grounds to deny admission, withdraw an offer of admission, or lead to dismissal after enrollment.

Who Is Affected

Applicants who indicate any of the following on their application will undergo a review:

- Disciplinary violations at any educational institution attended resulting in long-term school suspensions (10 or more days)
- Criminal convictions or pending charges*
- A plea of no contest or nolo contendere, an Alford plea, deferred prosecution or prayer for judgment, or accepted responsibility for a crime*
- Non-honorable military discharges

* Applicants are not required to disclose or provide an explanation if the criminal adjudication or conviction has been expunged, sealed, annulled, pardoned, destroyed, erased, impounded, or otherwise ordered by a court to be kept confidential.

Review Process

1. **Provisional Admission:** Applicants who disclose relevant history may be provisionally admitted while their case is reviewed.
2. **Initial Screening:** Admissions staff conduct a preliminary review of the application and disclosure.
3. **Criminal Background Check:** If applicable, a criminal background check will be performed in accordance with UNC System Policy 700.5 - Student Background Checks.
4. **Applicant Interview:** The applicant may be contacted for an interview to provide additional context and documentation.
5. **Committee Review:** A designated committee evaluates the case, considering the nature, timing, and resolution of the incident, as well as evidence of rehabilitation and academic readiness.
6. **Final Decision:** The Vice Provost for Enrollment Management makes the final determination regarding admission.
7. **Notification:** Applicants are informed of the outcome and any conditions of admission.

Our Commitment

We believe in second chances and the potential for growth. Each case is reviewed individually, with a focus on fairness, transparency, and the applicant's readiness to succeed in college.

For questions about this policy or the review process, please contact the Office of Admissions.

Office of the Registrar

Sharon Hush, Registrar

Registration

All UNCSEA high school students must register and show evidence of payment of tuition and fees prior to attending classes. Please refer to the registration policy located in the High School Academic Policies section of this bulletin.

Class Attendance

Regular, prompt class attendance is a student's responsibility and the expectation of the faculty. Please refer to the class attendance policy located in the High School Academic Policies section of this bulletin.

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.

Drop/Add Policy

Students who wish to add or drop a course should seek permission from their Arts Dean (for arts courses) or the Associate Dean for the High School Academic Program (for an academic course). Students may receive credit only for courses in which they are officially registered by approved deadlines as noted on the academic calendar.

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 Associate Dean of the High School Academic Program. A grade of "W" may be assigned for courses from which a student has withdrawn.

Final Examinations

Final examinations take place during a designated period at the end of each semester. Arts activities are limited during the final exam period. An unexcused absence from a final examination will result in the student receiving a "zero" for that activity and loss of makeup privileges. All students must make travel arrangements that do not conflict with scheduled examinations.

Withdrawal from School

Students who wish to withdraw from school during a semester should first inform the Associate Dean of the High School Academic Program, before meeting with the case manager in the Office of Student Affairs to fill out a withdrawal form. Students who withdraw from school during a given semester receive no credit for courses taken during that semester. A student who leaves school without officially withdrawing will receive grades of "F" for all

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

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 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. An evaluation by the UNCSA Wellness Center may be required upon a student's return to campus following a leave of fewer than twelve consecutive academic class days. 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 Dean of the High School Academic Program.

Non-Resident Status Graduation

Students are required to complete all degree requirements at the time of their participation in 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 online program and qualify to receive the UNCSA high school diploma. Typically, only seniors who have experienced a catastrophic event (medical or financial) 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

The highest grade assigned either for work at UNCSA or for transfer work is "A" and is awarded 4.0 quality points. Prior to 2011, the highest grade assigned was an A+. Final grades for courses are accessed via the EZ Arts web portal. 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 S=Satisfactory U=Unsatisfactory

Incomplete Coursework

Occasionally, because of personal, medical or other emergencies that may arise, a student may be unable to take final examinations, juries, 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 a different deadline for making up the incomplete work.

Student Records

All educational records for students are maintained in the Office of the Registrar 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 Associate Dean of the High School academic program.

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. 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 downloaded from E Z Arts, the student portal. High school students, while enrolled at UNCSCA, will be allowed transcripts free of charge, and can request copies of their transcript through the high school guidance office. Graduated students may request transcripts from the Office of the Registrar. Transcripts will not be released for students who have an outstanding financial obligation to the school.

Policy on Students with Disabilities

The University of North Carolina School of the Arts is committed to providing equal access to all qualified students in pursuit of their educational and artistic endeavors. UNCSCA carries out its mission through the accommodation of all qualified students with documented disabilities. Reasonable accommodations are provided based on individual need and supporting documentation. High school students who seek accommodations in the academic or living environment on campus are responsible for providing UNCSCA with appropriate documentation to support their accommodation requests. Documentation should be submitted to:

Director of Learning Resources

University of North Carolina School of the Arts

1533 South Main Street, Winston Salem, NC 27127

All disability-related questions related to high school students may be directed to the Associate Dean of the High School academic office.

Office of Student Financial Aid

Darren Chiott, Interim 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. The office administers a full range of aid programs.

Financial aid is provided to supplement the amount 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 their parents, who are expected to meet as much of the cost as possible.

Applying for Financial Aid

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. Please note that 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, interview, or evaluations. Students interested in talent-based scholarships may also wish to complete the FAFSA since the arts dean may use need criteria in combination with talent qualifications to determine scholarship awards. Students will be notified about scholarship awards by the Office of Student Financial Aid.

Outside Scholarships

Information about scholarships from private foundations, professional organizations, religious organizations, community organizations, and civic groups may be available in your community or on the Internet. The Internet offers a wide range of free information and resource listings for students and prospective students in all areas of study.

NOTE: Students awarded any scholarships from sources outside of UNCSCA 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 for each year of enrollment to continue to be considered for need-based aid. Applicants can complete the FAFSA online at the following Internet address: studentaid.gov/h/apply-for-aid/fafsa. 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 for each academic year;
- Provide any additional information as requested by the Office of Student Financial Aid or any other UNCSCA 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, withdrawal or transfer from UNCOSA);
- Enroll in the necessary number of credit hours;
- Maintain satisfactory academic progress;
- Honor the policies and procedures set forth in the *UNCOSA High School Student Bulletin* and *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 UNCOSA;
- 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

Tuition and Fees

Tuition and fees must be paid before the beginning of each semester for which the student is enrolled, pursuant to [UNCSA's Student Payment Policy](#). 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 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 office of Student Accounts, located on the second floor of the Welcome Center or can be reached at studentaccounts@unca.edu.

View the [2025-2026 Tuition and Fees](#) (subject to change).

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 non-refundable 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

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 are not eligible for a refund of tuition, fees, room, or meal plan.

Advance Housing Payment - New Students

All students are required to pay a \$300 advance housing payment to reserve a space in an on-campus residence hall.

New 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 UNCSCA, 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 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

Martin Ferrell, Dean of High School

Brock Snyder, Associate 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, UNCOSA'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 UNCOSA high school applicants.

The High School Academic Program transfers new students' prior course credits to UNCOSA transcripts. Once a student has been accepted to UNCOSA, no course credit may be transferred to UNCOSA, 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 UNCOSA 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 UNCOSA.

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 UNCOSA 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 UNCOSA 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. Attendance Policy

General information on class attendance

Academic class attendance is a student obligation. UNCOSA expects all students to regularly and punctually attend all classes in which they are enrolled. Each academic teacher submits a daily report of attendance, and the official attendance record for each student is kept in the High School Academic Program office.

If a student has an excused absence from a class, the teacher will permit the student to make up the work missed. It is the student's responsibility to arrange for make-up work in consultation with the teacher within two days of the student's return to school if the excused absence was unplanned (e.g., for illness). Make-up work for planned absences that are excused ahead of the event (e.g., for off-campus auditions) should be arranged with teachers at least 24 hours **before** the student leaves campus.

While teachers are available to assist with make-up work for excused absences, they are not expected to do so when an absence is unexcused, except to provide information about the work missed. It is the student's responsibility to know whether an absence is excused; if in doubt, the student should check with the High School Academic Program office. Notices of unexcused absences are sent by email to students' campus email addresses and copied to their parents. However, a student's failure to receive a notice does not relieve the student of personal responsibility regarding all absences.

A student who misses nine (9) or more classes in a course during a single semester, regardless of whether the absences are excused or unexcused, will incur a "one-step" grade reduction penalty per absence (for instance, an A on a student's transcript, regardless of percentage, would be lowered to an A- on the ninth absence from the course). Second semester seniors may miss up to twelve (12) classes in a course during that semester before incurring this penalty. Such grade deductions will be tracked by the Academic Office, with notifications being sent to the parents, student, and teacher at regular intervals as absences accumulate. On the ninth absence (13th for second semester seniors), the student, parents, and teacher will be notified that:

1. the student has crossed the absence threshold and will incur a one-step grade deduction penalty to be assessed by the teacher at the end of the semester;
2. for each subsequent absence, the student will incur an additional one-step grade penalty; and
3. the student may submit a written appeal (email is acceptable) contesting the application of the grade penalty to the Dean of the High School Academic Program with supporting documentation.

A student who misses 15 or more class meetings in a course during a single semester, regardless of whether the absences are excused or unexcused, will not receive credit for the course that semester. The Associate Dean of the High School Academic Program will notify a student and the student's parents of a violation of this rule. A student has the right to appeal the loss of credit to the Dean of the High School Academic Program. Appeals should be submitted to the Dean in writing with any relevant documentation. Email is acceptable.

Please note that, while excused tardies and early dismissals do not affect a student's absence total, a student who misses more than 15 minutes of a class period will be considered absent from that class for attendance purposes.

If a teacher is absent, each student in the class is responsible for following the procedures established by the teacher for that day, whether or not a substitute instructor is present.

Class cancellations or delays as a result of inclement weather will be announced by the Office of the Chancellor for the UNCOSA campus as a whole and broadcast on local media outlets.

A parent/guardian who picks up a student from UNCOSA during the school day must notify the High School Academic Program office (336-770-3245, stillerk@uncosa.edu). Residential students must also sign out and back in from the High School Residence Life office (in the residence hall connector building).

EXCUSED ABSENCES-UNPLANNED (ILLNESS AND EMERGENCIES)

Procedures for Residential Students

When residential students are too ill to attend class, they must report to the Wellness Center in the Hanes Student Commons Building **prior to** the beginning of the class for which they need to be excused. Students who are too ill to walk to the Wellness Center should immediately notify a residence hall staff member. **Parents or guardians of residential students may not call or write to excuse a student from classes because of illness unless their son or daughter is at home with them at the time the illness occurs (e.g., during a weekend visit home).** A visit to the Wellness Center, however, does not automatically excuse a student from class. Only those students who are reported by the Wellness Center staff as "Confined" to their residence hall room because of illness will be excused from classes. Confined students who "break" confinement by leaving their dorm room without permission will have their class absences for that day changed from excused to unexcused (see section on unexcused absences below).

Procedures for Commuter Students

Parents or guardians of commuter students who become ill at home, or who are out of school for any other reason that was not prearranged, must call or e-mail the High School Academic Program office **prior to** their daughter's or son's first academic class to report the absence to Ms. Stiller **each day** that the student is out (336-770-3245, stillerk@uncosa.edu).

Commuter students who are reported by their parent/guardian as ill in the morning **may not attend arts or academic classes for the rest of the day.** Students who come to campus later in the day after being reported ill by a parent/guardian will have their earlier absences recorded as unexcused.

EXCUSED ABSENCES – PLANNED

Procedures for reporting planned absences

The parents/guardians of students who will miss classes for scheduled commitments (e.g., off-campus medical appointments, auditions, or family events) must notify the High School Academic Program office **in writing at least one (1) week before the anticipated absence**. The notice must include the reason for the absence(s) and the dates and times of the student's departure and return. The notice may be e-mailed to Ms. Kim Stiller (stillerk@uncsa.edu). The High School Academic Program office will let parents and students know if there are any concerns regarding the requested absence(s), or if further information is necessary. Although scheduled absences are typically excused when families follow the above procedure, the parent/guardian and the student will be notified if the planned absence(s) will not be excused.

The student's responsibility in preparing for planned absences

While it is the parent/guardian's responsibility to notify the Academic Program office of a student's upcoming absence, it is the student's responsibility to communicate with the student's academic teachers at least 24 hours prior the student's departure from campus in order to schedule any make-up work and to collect any assignments the student must complete while away. To help ensure that these conversations take place, a student must submit a completed Planned Absence Form with signatures from each of the student's academic teachers to the Academic Office **by noon on the school day prior** to the absence. The failure of a student to communicate with the student's teachers in this way prior to departure will result in the reclassification of the absences as unexcused. See the section on unexcused class absences below.

If a student misses a class in which there is an assessment scheduled or an assignment due, but attends other classes on the same day, the student is expected to submit the assignment or take the test that day unless the teacher and student work out a different mutually agreed upon time. If such arrangements are not made, the student will incur a 10% grade reduction late penalty per school day until the assignment is submitted or the test taken.

Medical appointments

Students are expected to schedule non-emergency medical treatment, including appointments with the counselors or athletic trainers in the UNCSA Wellness Center, at a time when they do not have a scheduled class. If a class absence is unavoidable, the following procedure must be followed:

- Medical appointments provided by the UNCSA Wellness Center will be documented on a daily report to the High School Academic Program office, but the student is still responsible for notifying the High School Academic Program office **before the day of the appointment** if the student finds that a class absence is unavoidable in making a Wellness Center appointment.
- Students who do not clear their conflicting Wellness Center appointments with the High School Academic Program office will not be excused from class.
- Parents/guardians are responsible for letting the High School Academic Program office know about personally-arranged off-campus medical appointments at least one week in advance if possible. Students must also present a doctor's note upon their return to campus to document all off-campus medical appointments that result in class absences.

Personal Reasons

Absences for personal reasons, such as religious holidays or family events, will be considered on an individual basis upon the presentation of a written request from a parent or guardian. The written request should be submitted to the High School Academic Program office **at least one (1) week prior to the proposed departure date**. Please

note: UNC policy allows each student a maximum of two (2) excused absences each academic year for religious observances.

Arts-related Absences

Arts-related absences, including those for activities sponsored by UNCOSA, are not automatically excused.

UNCOSA-sponsored activities: The student's art school will notify the High School Academic Program office in writing at least one (1) week in advance if a student is to be absent from class for UNCOSA-sponsored activities.

Students are not automatically excused from academic classes for UNCOSA rehearsals, costume fittings, on-campus auditions, private lessons, juries, or other arts activities. (Note: All art school notifications must come from the arts school dean or the dean's designee.)

- **Personally-arranged arts activities:** If a student chooses to be absent from class to attend a non-UNCOSA-sponsored arts activity such as a concert, competition, or summer program audition, the student must follow the planned excused absence procedures above. Failure to properly notify the High School Academic Program office may result in unexcused absences.

College visits and off-campus auditions

High School seniors who wish to be excused from class to visit colleges or participate in off-campus auditions or interviews should complete the planned excused absence process described above. A written request from a parent/guardian identifying the college or audition location, with the dates and the times of the scheduled departure and return, must be sent to the High School Academic Program office at least one (1) week prior to the student's departure. Seniors are expected to schedule college visits and auditions to avoid being out of academic classes for more than two consecutive class days. Seniors are allowed a maximum of six (6) total absences in one academic year for college visits or auditions. Students in grades 9-11 are allowed a maximum of two (2) total excused absences in one academic year for off-campus auditions (e.g., for summer programs). Should a senior request more than six absences, the student's teachers, the Guidance Counselor, and the Associate Dean of the High School Academic Program will evaluate the request in light of student's performance in class, the number of days already missed, and other considerations, to determine if the absences will be recorded as excused or unexcused. **Please remember that a student who misses 15 or more class meetings in a course during a single semester, for any reason, may not receive credit for the course that semester.**

Requests for early departures at holiday breaks and other school breaks

Students who find it necessary to leave campus before the official end of classes prior to a holiday break or other school break (such as fall or spring break) must have a parent/guardian notify the High School Academic Program office at least one (1) week in advance of the absence. **However, vacation or general travel plans are NOT acceptable reasons for early departures, and absences for these reasons will be recorded as unexcused. Please pay attention to the academic calendar and plan your travel itineraries accordingly.**

Requests for early departures at the end of the spring semester

Students who find it necessary to leave campus before the official end of spring semester must follow special clearance procedures (below). Early departure requests must be approved, as missing the last days of the spring semester will mean that a student misses final academic exams. Teachers are not always able to reschedule final exams for individual students, nor are they expected to. **Vacation or general travel plans are NOT acceptable reasons for early departures, and absences for these reasons will be recorded as unexcused. Please pay attention to the academic calendar and plan your travel itineraries accordingly.**

1. The parent or guardian must notify the High School Academic Program office in writing at least two (2) weeks before the first day of final exams, stating the date and reason for the early departure.
2. If the request is approved, the Academic Program office will process the Early Departure form, which will document the student's rescheduled exam times. Students who leave campus without full clearance will receive unexcused absences and potentially receive failing grades on their final exams.

UNEXCUSED ABSENCES

When a student acquires, during a single semester, a first unexcused absence in a course, the High School Academic Program office will notify the student, the parents, the teacher, the arts school dean, and the High School Residence Life staff via email.

After the first unexcused absence, each subsequent unexcused absence will count twice (in effect, as two absences) toward the total absence threshold of eight (8) for the semester (the threshold for second semester seniors is 12). As noted previously, once a student crosses this threshold, the student will incur the one-step grade deduction penalty for each additional class missed. It is up to the teacher's discretion whether to allow a student to make up work missed from such an absence or to impose a grade penalty on the assignment. Individual teacher guidelines for make-up work will be published in course syllabi.

Please note, too, that an accumulation of three (3) instances of unexcused tardiness to class will result in the recording of one (1) unexcused absence on the next class date following the third unexcused tardiness. Unexcused tardiness to class in excess of 15 minutes counts automatically as one full unexcused absence in that class for that day.

C. High School Academic Integrity Policy

All work, unless cited or credited where appropriate (such as a research project) is to be solely a student's own work. Plagiarism, cheating, or otherwise presenting the work of others without appropriate credit or acknowledgment will result in a penalty for that assignment, to be determined by the teacher. (Penalties can range from a verbal warning in minor instances to an 'F' for that assignment, with a requirement to redo said assignment for no credit.) Additionally, incidents of dishonesty in one's coursework will be documented by the teacher and filed with the Academic Office as part of the student's record, and the student will be required to meet with the appropriate Program Director, Associate Dean, or Dean. Parents or Guardians of the student will be notified of the violation and its attendant consequences. Repeated incidents of dishonesty in one's coursework may result in the student being placed on probation, removal from a class, or dismissal from the High School. Administrative sanctions from the appropriate Program Director, Associate Dean, or appropriate Dean may be appealed in writing to the Provost's Office for review.

D. Academic Probation

Because a high school student's graduation from UNCSEA is contingent upon the successful completion of required academic courses, the High School Academic Program may place newly admitted or currently enrolled students on academic probation. The probation policy can be found in the Institutional Policies section of this academic bulletin.

E. Long-Term Absence for Medical Reasons

A student who must leave school for medical reasons, either by order of the UNCSEA 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 UNCSEA and UNCSEA 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 10thgraders, and all 9th-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.

A. Total Credits Required for High School Graduation

Total to be accumulated in grades 9-12

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)	6 units
Total	20 units

B. 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.

V. Course Descriptions

School of Dance

Endalyn Taylor, 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.

II. Specific Admissions and Transfer Requirements

A. Admission

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

Ballet students must be at least thirteen years old and be entering into 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 fellow dancers.
- Physically participate in solo, duet and group work that may include lifting and manipulating one's 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 the body.

C. Class Placement

Ballet students are placed by the faculty at the beginning of each academic year into one of nine levels: B1-B9. Levels are determined by age and technical proficiency.

All new Contemporary Dance students upon entering the program are placed into the M1 level for contemporary technique, partnering, composition and repertory. (M stands for “Modern”) Contemporary majors’ level placement for their ballet technique class is determined through audition or class level.

D. Adherence to Policies

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 Student Handbook and agree to abide by the School of Dance Policies.

E. Dance Requirements

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 Student Handbook and agree to abide by the School of Dance Policies.

F. Diploma Requirements

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

G. Diploma with Designation “Concentration in Dance”

Successful completion of at least four units of high school dance credit, as well as satisfactory progress in assigned dance courses is required for a student to receive the designation “Concentration in Dance” on their high school diploma.

III. Standards of Achievement and Evaluation

A. Attendance and Participation

The School of Dance has a detailed attendance policy which promotes professional commitment to sustained practice while offering flexibility to accommodate injury, illness and professional, school and religious activities. It is the students’ responsibility familiarize themselves with the Attendance Policies found in the Student Handbooks.

B. Evaluation

Students are evaluated each term by their faculty and informed of their progress. In addition to assigning grades as an evaluation of a student’s work, the major technique teacher provides written commentary at mid-term. Students are also assessed by the full faculty during jury classes in the Spring semester. Students are encouraged to discuss with the faculty, at any time, problems and progress in their work.

IV. Courses, Concentrations, and Curriculum Models

School of Dance Courses

DAN 0011: Ballet Technique I (Ballet Concentration) (.75 unit per semester)

This course is comprised of daily technique classes in classical forms of ballet with emphasis placed on the development of strength, flexibility, alignment, stamina, coordination, movement quality, and artistic expression. Class sessions may also include specially designed floor barre and conditioning exercises to enhance traditional training methods. This course works in tandem with ballet technique taken throughout one's time at UNCSEA to yield well-rounded, versatile dancers who are prepared to meet the demands of the field. **Prerequisite(s):** Audition/assignment.

DAN 0012: Ballet Technique II (.75 unit per semester)

This course is comprised of daily technique classes in classical forms of ballet with emphasis placed on the development of strength, flexibility, alignment, stamina, coordination, movement quality, and artistic expression. Class sessions may also include specially designed floor barre and conditioning exercises to enhance traditional training methods. This course works in tandem with ballet technique taken throughout one's time at UNCSEA to yield well-rounded, versatile dancers who are prepared to meet the demands of the field. **Prerequisite(s):** DAN 0011 or permission of the Dean in consultation with the faculty.

DAN 0021: Contemporary Technique and Partnering (Contemporary Concentration) I (.75 unit per semester)

This course, comprised of daily technique classes, lays foundations in a variety of modern and contemporary dance techniques. Emphasis is placed on the development of strength, flexibility, functional alignment, stamina, coordination, movement quality, and artistic expression as well as the development of gender neutral partnering skills. Class sessions may also include somatic and conditioning exercises to enhance traditional training methods. This course works in tandem with contemporary technique taken throughout one's time at UNCSEA to yield well-rounded, versatile dancers who are prepared to meet the demands of the field. **Prerequisite(s):** Audition/assignment

DAN 0022: Contemporary Technique (Contemporary Concentration) II (.75 unit per semester)

This course, comprised of daily technique classes, lays foundations in a variety of modern and contemporary dance techniques with emphasis placed on the development of strength, flexibility, functional alignment, stamina, coordination, movement quality, and artistic expression. Class sessions may also include somatic and conditioning exercises to enhance traditional training methods. This course works in tandem with contemporary technique taken throughout one's time at UNCSEA to yield well-rounded, versatile dancers who are prepared to meet the demands of the field. **Prerequisite(s):** DAN 0021 or permission of the Dean in consultation with the Faculty.

DAN 0041: Ballet Technique (Contemporary Concentration) I (.50 unit per semester)

This course, comprised of daily ballet technique classes designed for contemporary dancers, places ongoing emphasis placed on the development of strength, flexibility, alignment, stamina, coordination and movement quality. Class sessions may also include floor barre and conditioning exercises to enhance traditional training methods. **Prerequisite(s):** Audition/assignment.

DAN 0042: Ballet Technique (Contemporary Concentration) II (.50 unit per semester)

This course, comprised of daily ballet technique classes designed for contemporary dancers, places ongoing emphasis placed on the development of strength, flexibility, alignment, stamina, coordination and movement quality. Class sessions may also include floor barre and conditioning exercises to enhance traditional training methods. **Prerequisite(s):** DAN 0041 or permission of the Dean in consultation with the Faculty.

DAN 0051: Contemporary Technique and Composition (Ballet Concentration) I (.50 unit per semester)

A hybrid course that provides exposure to various contemporary dance technique and compositional approaches. Special emphasis is placed on developing versatility and creativity to prepare dancers to meet the demands of the profession. **Prerequisite(s):** Audition/assignment.

DAN 0052: Contemporary Technique and Composition (Ballet Concentration) II (.50 unit per semester)

A hybrid course that provides exposure to various contemporary dance technique and compositional approaches. Special emphasis is placed on developing versatility and creativity to prepare dancers to meet the demands of the profession. **Prerequisite(s):** DAN 0051 or permission of the Dean in consultation with the Faculty.

DAN 0061: Fundamentals of Contemporary Technique (Ballet Concentration) I (.25 unit per semester)

This course is an introduction to fundamentals of contemporary dance technique for ninth and tenth grade ballet students. Concepts such as use of weight, breath, fall and recovery, full use of the torso, and beginning tenets of composition and improvisation will be introduced. **Prerequisite(s):** audition/assignment.

DAN 0062: Fundamentals of Contemporary Technique (Ballet Concentration) II (.25 unit per semester)

This course is an introduction to fundamentals of contemporary dance technique for ninth and tenth grade ballet students. Concepts such as use of weight, breath, fall and recovery, full use of the torso, and beginning tenets of composition and improvisation will be introduced. **Prerequisite(s):** DAN 0061 or permission of instructor.

DAN 0098: Special Topics in Dance (1 to 2 units)

A one-semester course devoted to techniques and methods of Ballet, Contemporary, or other Dance forms.

DAN 0101: Fundamental Pointe Technique I (.25 unit per semester)

This course prepares dancers for the unique demands of dancing on pointe. **Prerequisite(s):** Audition/assignment.

DAN 0102: Fundamental Pointe Technique II (.25 unit per semester)

A continuation of DAN 0101, this course prepares dancers for the unique demands of dancing on pointe. **Prerequisite(s):** DAN 0101 or permission of the Dean in consultation with the Faculty.

DAN 0111: Pointe/Variations/Partnering I (.50 unit per semester)

A composite course designed to prepare ballet dancers for the unique technical and artistic demands of the classical repertoire. **Prerequisite(s):** Audition/assignment.

DAN 0112: Pointe/Variations/Partnering II (.50 unit per semester)

A continuation of DAN 0111, this composite course prepares ballet dancers for the unique technical and artistic demands of the classical repertoire. **Prerequisite(s):** DAN 0111 or permission of instructor.

DAN 0141: Virtuosity/Variations/Partnering I (.50 unit per semester)

A composite course designed to prepare ballet dancers for the unique technical and artistic demands of the classical repertoire. **Prerequisite(s):** Audition/assignment.

DAN 0142: Virtuosity/Variations/Partnering II (.50 unit per semester)

A continuation of DAN 0141, this composite course prepares ballet dancers for the unique technical and artistic demands of the classical repertoire. **Prerequisite(s):** DAN 0141 or permission of the Dean in consultation with the Faculty

DAN 0201: Character and Mime I (.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 state of development. **Prerequisite(s):** Audition/assignment.

DAN 0202: Character and Mime 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 state of development. **Prerequisite(s):** DAN 0201 or permission of instructor.

DAN 0321: Contemporary Technique (Contemporary Concentration) III (.75 unit per semester)

This course is for high school students in their third year of the Contemporary Division who have already completed two semesters of Contemporary Technique and Partnering. Comprised of daily technique classes, it builds upon foundations in a variety of modern and contemporary dance techniques with emphasis placed on the development of strength, flexibility, alignment, stamina, coordination, movement quality, and artistic expression. Class sessions may also include somatic and conditioning exercises to enhance traditional training methods. This course works in tandem with contemporary technique taken throughout one's time at UNCSCA to yield well-rounded, versatile dancers who are prepared to meet the demands of the field. **Prerequisite(s):** Two semesters of each DAN 0021 and DAN 0022 or permission of the Dean in consultation with the Faculty.

DAN 0401: Fundamental Men's Class/Variations/Partnering I (.25 unit per semester)

This course prepares male ballet dancers for the unique technical and artistic demands of the classical repertoire. **Prerequisite(s):** Audition/Assignment

DAN 0402: Fundamental Men's Class/Variations/Partnering II (.25 unit per semester)

A continuation of DAN 0401, this course prepares male ballet dancers for the unique technical and artistic demands of the classical repertoire. **Prerequisite(s):** DAN 0401 or permission of the Dean in consultation with the Faculty.

DAN 0511: Supplemental Topics in Dance (.25 unit per semester)

A hybrid course consisting of studio classes, lectures, and workshops scheduled throughout the semester that augment and enrich the curriculum. Topics vary by year and cohort and may include: Pilates classes, functional anatomy labs, somatics seminars, nutrition lectures, history lectures, guest artist talks, and special workshops. Students register for Supplemental Topics in each Fall semester while enrolled at UNCSCA.

DAN 0711: Dance Composition and Improvisation IA (.50 unit per semester)

This course provides an introduction to the choreographic process, emphasizing the development of the creative spirit and the students' unique movement vocabulary. **Prerequisite(s):** Audition/assignment.

DAN 0712: Dance Composition and Improvisation IB (.50 unit per semester)

This course provides a continued introduction to the choreographic process, emphasizing the development of the creative spirit and the students' unique movement vocabulary. **Prerequisite(s):** DAN 0711 or permission of the Dean in consultation with the Faculty.

DAN 0721: Dance Composition and Improvisation IIA (.50 unit per semester)

This course builds upon choreographic skills developed in the first year and introduces added elements of phrasing, musicality, structure and collaborative work. **Prerequisite(s):** DAN 0712 or permission of the Dean in consultation with the Faculty.

DAN 0722: Dance Composition and Improvisation IIB (.50 unit per semester)

This course continues to build upon choreographic skills developed thus far, further exploring elements of phrasing, musicality, structure and collaborative work. **Prerequisite(s):** DAN 0721 or permission of the Dean in consultation with the Faculty.

DAN 0731: Dance Composition and Improvisation IIIA (.50 unit per semester)

This course provides students with the opportunity to further advance their choreographic skills through the exploration of small group studies. **Prerequisite(s):** DAN 0722 or permission of the Dean in consultation with the Faculty.

DAN 0732: Dance Composition and Improvisation IIIB (.50 unit per semester)

This course provides students with the opportunity to further advance their choreographic skills through the development of small group pieces. **Prerequisite(s):** DAN 0731 or permission of the Dean in consultation with the faculty.

DAN 0811: Contemporary Repertory I (.50 unit per semester)

Repertory provides a professional work-like setting to apply technical skills while developing rehearsal skills and artistry. Working under the direction of faculty or guest artists, students engage in various professional modes of learning, creating, and rehearsing a stylistically diverse range of choreography. These collaborative experiences may or may not culminate in performance. **Prerequisite(s):** Audition/assignment.

DAN 0812: Contemporary Repertory II (.50 unit per semester)

Repertory provides a professional work-like setting to apply technical skills while developing rehearsal skills and artistry. Working under the direction of faculty or guest artists, students engage in various professional modes of learning, creating, and rehearsing a stylistically diverse range of choreography. These collaborative experiences may or may not culminate in performance. **Prerequisite(s):** DAN 0811 or permission of the Dean in consultation with the Faculty.

DAN 0821: Ballet Repertory I (.50 unit per semester)

Repertory provides a professional work-like setting to apply and hone technical skills while developing rehearsal skills and artistry. Working under the direction of faculty or guest artists, students engage in various professional modes of learning, creating, and rehearsing a stylistically diverse range of choreography. These collaborative experiences may or may not culminate in performance. **Prerequisite(s):** Audition/assignment.

DAN 0822: Ballet Repertory II (.50 unit per semester)

Repertory provides a professional work-like setting to apply and hone technical skills while developing rehearsal skills and artistry. Working under the direction of faculty or guest artists, students engage in various professional modes of learning, creating, and rehearsing a stylistically diverse range of choreography. These collaborative experiences may or may not culminate in performance. **Prerequisite(s):** DAN 0821 or permission of the Dean in consultation with the Faculty.

School of Drama

Scott Zigler, Dean

I. Overview

The School of Drama High School Program trains talented young students to be dynamic, versatile and self-aware citizen artists. The school emphasizes foundational skills in its training and responds to a definite need in the profession for actors to be technically well-equipped and versatile, as well as creatively inspired. This is the primary focus of the faculty, giving close attention to each individual's development. Students grow through rigorous practice, creative techniques, scholarship, and generative work; evolving skill sets and an artistic sensitivity that is capable of discerning standards of quality and integrity. We provide tools to hone their creative voice and process, and strive to foster a humane, community-oriented and culturally responsive program that prepares each student for their unique goals and career path. As part of this process, the faculty supports the partnership of courses in High School Academics, offering a diverse learning environment that nurtures and develops the whole person.

The High School Drama Program is an intensive course of study, focusing on the craft of acting. The program utilizes diverse methodologies to deliver instruction and practice in acting for stage and screen, movement, voice and speech, singing, dance, stage combat, collaborative devising, theatre studies, audition techniques, and college and industry professional preparation. The carefully planned curriculum emphasizes development of the student's artistic voice and aesthetic growth, capacity for collaboration, and understanding of theatre's cultural and social context, while also guiding the creation of portfolio materials that reflect their strengths and stage of development. The high school drama program strongly supports the High School Academic Program as an integral component of developing a well-rounded and knowledgeable citizen artist.

II. 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, as well as some 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. Evaluation

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 2.3 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. Course, Concentrations, and Curriculum Models

School of Drama Courses

DRA 0051: Acting Fundamentals A (.25 unit per semester)

This course begins the process of developing a deeper understanding of the actor's craft and explores techniques and theories essential to theatrical performance. Topics include acting for stage and screen, physical theatre, improvisation, script/character/text analysis, contemporary and classical monologues, audition skills, self/tape, devised performance, elements of composition for storytelling, theatre and culture, and a poetry unit.

DRA 0052: Acting Fundamentals B (.25 unit per semester)

This course expands on the process of developing a deeper understanding of the actor's craft and explores techniques and theories essential to theatrical performance. Topics include acting for stage and screen, physical theatre, improvisation, script/character/text analysis, contemporary and classical monologues, audition skills, self/tape, devised performance, elements of composition for storytelling, theatre and culture, and a poetry unit.

DRA 0061: Fundamentals of Voice and Singing A (.25 unit per semester)

The spoken voice component of this course begins the process of building the student's speaking voice for the stage. Classes in breathing, release of tension, resonance, and articulation are designed to free the natural sound and develop awareness of the voice as a creative, expressive instrument. A combination of techniques and exploration of anatomy are used throughout the course to support each student's individual vocal process from warmups to rehearsal and performance. The singing component of this course explores and builds the fundamentals of a healthy vocal-singing technique. Areas of focus include physiology of the vocal process, posture and physical alignment, physiology and breath management, tone production and resonance. Students are introduced to musicianship skills, basic music theory and singer's "vocabulary". Through the use of vocal and physical exercises and "songologues", students learn to bring to life theatrical and dramatic components of sung choral and solo music theater and American songbook repertoire. The focus is on expressive, honest, organic and communicative vocal and body language through the sung sound. Guidance is also given for students to prepare 16-32-bar cuts for college pre-screens and auditions.

DRA 0062: Fundamentals of Voice and Singing B (.25 unit per semester)

The spoken voice component of this course continues the process of building the student's speaking voice for the stage. A combination of techniques and exploration of anatomy are used throughout the course in order to support each student's individual vocal process. In this semester, the vocal techniques explored in the fall are put into action through work on a wide range of texts. Building on work done in the fall semester, the singing component of this course reinforces a fundamental and healthy vocal-singing technique as well as developing an awareness of articulation, diction, and potential areas of tension and how to free them. Students continue to learn about and develop their voices as they explore expressive communication in assigned duets, trios, quartets from the music theater repertoire.

DRA 0071: Fundamentals of Movement A (.25 unit per semester)

This course is designed to begin the process of developing expressive artistic movement and strengthening the actor's physical instrument and range. Topics include musical theatre dance, yoga and physical conditioning. Emphasis is placed on technique, alignment and shape, mind-body awareness, use of space, strength and flexibility, endurance, dynamic and stylistic range, poise, self-expression, musicality, ensemble awareness and acting through dance. Students also learn about the musical theatre choreographic canon. Guidance is also given for students who need to prepare dance and movement prescreens for college auditions.

DRA 0072: Fundamentals of Movement B (.25 unit per semester)

This course continues the process of developing expressive artistic movement and the actor's physical instrument. Topics include stage combat, dance, theatre movement for the actor, yoga and physical conditioning.

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

This course includes special seminar classes designed to give students insight and experience in areas covering a comprehensive understanding of the field of theatre-making and scope of practice as well as development of individual professional portfolio materials and audition techniques for college and professional auditions. Fall semester topics include college and industry preparation, audition and interview techniques, self-tapes, development of portfolio/professional/audition materials, goal setting, organizational management for artists and building knowledge of performing arts field and current trends. Spring semester focuses on famous practitioners and methodologists and the career collaborations within the field that come together to create theatrical narrative. Scholarly and experiential learning in the areas of directing, playwriting, dramaturgy, administration and management, theatre education, design, and specialty coaching are explored through creative devising projects, peer teaching presentations and workshops with guest artists.

School of Music

Saxton Rose, 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, UNCSEA provides an artistic environment in which each student pursues personal musical development under the direct guidance and instruction of an outstanding artist-teacher. 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.

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

To earn the UNCSEA high school diploma, a high school student 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 UNCSEA 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 and 9th 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. 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 UNCSEA 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. Evaluation

A. Music Requirements

Required music instruction includes weekly lessons and studio classes. Chamber music and large ensembles may be assigned by the faculty 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 UNCOSA high school diploma, a student must complete the required academic courses prescribed by the UNCOSA 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 instruction in the area of concentration is required for a student to receive the designation “Concentration in Music” on their high school diploma.

Music Courses

MUS 0090: Performance Hour (0 unit)

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 0098: Special Topics in Music (.25 to .50 units per semester)

The School of Music offers a variety of courses on topics of special interest. The school makes every attempt to respond to both faculty and student interest in the formulation and scheduling of such courses. The number of hours and units will vary according to the nature and scope of the project.

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(s):** 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(s):** 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(s):** 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(s):** 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(s):** 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(s):** 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(s):** 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(s):** Audition/assignment with approval of studio teacher.

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(s):** 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 include sound and ensemble issues, quick study, stylistic versatility, repertoire, and professional behavior. **Prerequisite(s):** 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(s):** Audition/assignment.

MUS 0311: 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.

MUS 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(s):** MUS 0311.

MUS 0321: 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. **Prerequisite(s):** MUS 0312 or equivalent and permission of instructor.

MUS 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. **Prerequisite(s):** MUS 0321.

MUS 0341: Music Literature and Analysis (.25 unit 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(s):** MUS 0312 or equivalent.

MUS 0342: Music Literature and Analysis (.25 unit 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(s):** 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 0533: Afro-Cuban Drumming: The Rhythmic Roots of American Popular Music (.25 unit per semester)

This course explores the music and history of West African drumming through hands-on experience. Students learn to play djembe, dunun, shekere, iron bell, and their New World descendants: the conga drum, bongo, claves, maracas, and agogo bells. Class meetings take place in a drum circle ensemble setting. Over the last several decades the hourglass-shaped djembe has become the most popular hand drum in the world and is now used cross-culturally in many styles of popular music. Hand drums are also used in community drum circles and team building programs taught by interactive drumming facilitators. Class instruction involves playing hand percussion instruments in drum circles with the instructor. Analysis of audio and video recordings of African folk music, jazz, blues, rock, and Latin American music tracing roots

MUS 0841: Free Improvisation (.25 unit per semester)

Free Improvisation is designed for individuals who want to develop their skills in spontaneous creative expression. The course will focus on building competency and confidence in solo and collective improvisation. Students will be led through a sequence specifically created to ease fears about improvisation and increase connectivity, creativity, and individual voice. Classes will be focused on practical experience as well as readings and activities to enhance artistic intuition. The semester will culminate in a performance of improvisation. This course is open to all UNCSEA students who are willing to experiment in the art of free improvisation through the creation of sound, regardless of the art school in which they are enrolled for their major concentration.

School of Design & Production (Visual Arts)

Michael J. Kelley, Dean

I. Overview of School

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 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.

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. Standards of Achievement and Evaluation

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 UNCOSA 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 grade point 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 UNCOSA.

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 nontraditional 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 UNCOSA High School Academic Program.

D. First-Year Program (3 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 units per year)

Studio art courses in design, drawing and sculpture continue at an advanced level. Students also are required to take AP 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, Concentrations, and Curriculum Models

Design & Production Courses

VIA 0311: Design I (.50 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 0312: Design II (.50 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: Drawing (.50 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 0322: Drawing (.50 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: Sculpture (.50 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 0332: Sculpture (.50 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: Advanced Design (.50 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 0412: Advanced Design II (.50 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: Advanced Drawing and Painting I (.50 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 drawing, painting, and printmaking in contemporary culture. Alternative processes, concepts, and influences that have changed how we view these mediums 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 0422: Advanced Drawing and Painting II (.50 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 drawing, painting, and printmaking in contemporary culture. Alternative processes, concepts, and influences that have changed how we view these mediums will be explored. Research, critique sessions, and classroom discussions focusing on aesthetic issues and contemporary artists will also be vital components of this course. The second half of the term is devoted to a senior project that will synthesize their studio art classes.

VIA 0431: Advanced Sculpture I (.50 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 0432: Advanced Sculpture II (.50 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.

Institutional Policies

Academic Integrity Policy

All work, unless cited or credited where appropriate (such as a research project), is to be solely a student's own work. Plagiarism, cheating, or otherwise presenting the work of others without appropriate credit or acknowledgment will result in a penalty for that assignment, to be determined by the teacher. Penalties can range from a verbal warning in minor instances to an 'F' for that assignment, with a requirement to redo said assignment for no credit. Additionally, incidents of dishonesty in one's coursework will be documented by the teacher and filed with the Academic Office as part of the student's record, and the student will be required to meet with the appropriate Program Director, Associate Dean, or Dean. Parents or Guardians of the student will be notified of the violation and its attendant consequences. Repeated incidents of dishonesty in one's coursework may result in the student being placed on probation, removal from a class, or dismissal from the High School. Administrative sanctions from the appropriate Program Director, Associate Dean, or appropriate Dean may be appealed in writing to the Provost's Office for review.

Probation and Program Continuation

Students are expected to demonstrate substantial growth toward artistic excellence and academic responsibility. A student may be placed on probation if he/she makes insufficient progress at either the midterm of a semester or the end of a semester, acquires excessive absences in one or more courses, or repeatedly violates the Student Code of Conduct or the policy on Academic Integrity. Insufficient progress in arts courses is generally defined as earning a grade of C or lower; insufficient progress in academic courses is generally defined as earning two or more grades of D or one grade of F. However, as other factors may need to be considered, including overall progress, attendance, and conduct, students may also be placed on probation at the discretion of the appropriate Dean or program director. Students placed on probation will receive a letter from the Associate Dean of the High School Academic Program and the appropriate Associate Dean or Program Director of the student's particular conservatory detailing the reasons for probation and the expectations for the probationary period. At the end of the specified probationary period, the Associate Deans and/or Program Director, in consultation with the Deans of the High School Academic Program and the Conservatory, will review the student's progress. Following this review, a decision will be made and communicated in writing to the student regarding the student's probationary status. One of three outcomes is possible: return to "good standing;" continuation of probation; or dismissal from UNCSCA.

Dismissal Decisions

In the event a student does not fulfill the terms of probation and the Associate Deans, Program Director, and Deans in question determine that dismissal is the appropriate course of action, the student will receive a formal letter from the Dean of the High School Academic Program and the Conservatory Dean or designee notifying the student of the dismissal decision.

Appeals of the Decision for Dismissal

Under the following conditions, students at UNCSCA have the right to appeal the decision for dismissal. 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 the exercise of professional judgment in the evaluation of academic/artistic performance of the student.
3. The decision was based upon discrimination or 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 going to be dismissed, the student has ten (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 Provost or their designee.
2. The Provost or designee will review the appeal to ensure that proper procedure was followed and respond with a final institutional decision within ten (10) calendar days of receipt of the appeal.

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 re-enroll. 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. Examples of conduct that might result in such a hearing are:

1. Repeated failure to comply with arts school and/or academic attendance policies and/or to complete assignments 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 their 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 their 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 student's 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 UNCSEA 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 (20) calendar days.
2. The instructor must inform the student of the instructor's final decision (in light of the information the student presents) within ten (10) calendar days of receiving the information.
3. The student may file a written appeal of the instructor's decision (no more than ten (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 thirty (30) calendar days of receiving the student's 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 UNCSEA 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 UNCOSA 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 UNCOSA decides not to amend the records as requested by the student, UNCOSA will notify the student of the decision and advise the student of their 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 the 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 UNCOSA in an administrative, supervisory, academic, research, or support staff position, including law enforcement unit personnel and health staff, outside contractors, or volunteers if UNCOSA would otherwise hire someone to perform that individual's job. UNCOSA directly controls that individual's use of education records and 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 a disciplinary or grievance committee, or assisting another school official in performing their tasks, is also considered a school official. Upon request, UNCOSA discloses education records without consent to officials of another school 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 UNCOSA 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 UNCOSA 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.

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

Non-exclusive License Agreement for Student Works and Intellectual Property

The performances and creative products of UNCOSA students are growing in popularity, and our chances to showcase you and your works have increased significantly in recent years. Because what we "do" here is to train performing artists in the disciplines of Design and Production, Dance, Drama, Music, and Filmmaking, we would like to be able to promote our students and their talents, as well as our school, in TV and other venues as the opportunity presents itself. Past opportunities have included us being fortunate enough to broadcast "The Nutcracker" across the State.

The most efficient and effective way of accomplishing this is to enter into non-exclusive license agreements with our students. Our goal is to be able to promote and publicize our students' intellectual property while protecting the students' ownership of and rights to that property. This agreement has been designed to enable you to retain your rights to grant current and future licenses in your intellectual property while allowing UNCSCA to share your creative works with the broadest audience possible. Please know that the agreement does not permit us to exploit your works commercially but does allow us to recoup our costs in creating the work. Please also know that should you happen upon an opportunity to exploit your work, which requires UNCSCA to relinquish its non-exclusive license in your work, we will freely do such.

In that vein, you are required to abide by UNCSCA's Intellectual Property Policy and sign a "Non-Exclusive Licensing Agreement for UNCSCA Student Works" as a condition of your enrollment at UNCSCA. By requiring you to sign this Agreement as a condition of your enrollment, UNCSCA will be able to use your work in productions to showcase our students' talents without having to have every student sign a form for every production.

Non-Exclusive Licensing Agreement for UNCSCA Student Works

The University of North Carolina School of the Arts ("UNCSCA") and ("Student") agree to the following terms concerning rights in works created or performed by the Student in connection with their enrollment and study at UNCSCA.

In consideration of the mutual promises set forth in this Agreement, and for other good and valuable consideration, the receipt and sufficiency of which are hereby mutually acknowledged, the parties agree to the following:

- 1. Likeness License.** In consideration for the opportunity to participate in any manner as a part of any UNCSCA production or performance, Student agrees to permit UNCSCA and/or any of its respective licensees, assigns, or affiliated entities to make royalty-free and fully paid-up still, motion, and audiovisual recordings of Student's participation, to use and reuse Student's recorded voice, actions, performance, designs, likeness, name, and appearance ("Likeness") in any and all forms of media now known or later developed, throughout the Universe in perpetuity (in any form of media now known or later developed) with respect to (a) the exploitation and promotion of the Student's works, (b) another work embodying the Student's works, and/or (c) the University itself. Student expressly grants UNCSCA permission to use all or any part of Student's Likeness, to alter or modify it regardless of whether or not Student is recognizable.
- 2. IP Rights License.** The Student retains full ownership of all intellectual property rights in any creative work Student creates, performs, displays, etc., during the course of their enrollment and study at UNCSCA (the "Student's works"). The Student grants to UNCSCA a non-exclusive, royalty-free, fully paid up, irrevocable, perpetual license encompassing any and all rights necessary to reproduce, prepare derivative works based upon, distribute, perform, display publicly, and, in the case of sound recordings perform publicly via a digital audio transmission, the Student's works. These rights include, but are not limited to, the right to: create audiovisual recordings of the Student's works, to reproduce these audiovisual recordings as necessary to transmit and display the works, to modify the original audiovisual recordings as necessary, and to display the works in any form or medium now known or subsequently developed. Student explicitly grants UNCSCA the right to license any or all of its rights under this Agreement to any other third party as necessary for educational purposes, to further UNCSCA's mission, and/or the non-commercial exploitation and/or promotion of the Student's works, another work embodying the Student's works, and/or the University itself. The prohibition on commercial exploitation of the Student's works does not prevent UNCSCA from recouping its financial, capital, and/or "sweat equity" investment in the Student's works. This license does not convey any rights to UNCSCA concerning film screenplays that are not produced as a film while the student is enrolled at UNCSCA.
- 3.** This Agreement, and all claims arising under and related to this Agreement, will be governed by, construed, and interpreted in accordance with laws of North Carolina without reference to principles of conflict of laws and Federal Copyright Law when applicable. Furthermore, the determination of any claim, dispute, or disagreement

that may arise out of the interpretation, performance, or breach of this Agreement will be subject to enforcement and interpretation solely in a court of competent jurisdiction sitting in Forsyth County, North Carolina.

4. This Agreement expresses the entire understanding between the parties concerning Student's works and supersedes any and all prior and contemporaneous agreements, understandings, or representations between UNCOSA and Student, except for the UNC Patent & Copyright Policy and UNCOSA's Intellectual Property Policy. No modification, alteration, or amendment of this Agreement will be valid or binding unless in writing and signed by both UNCOSA and Student.
5. UNCOSA may freely assign, in whole or in part, any of their rights or obligations under this Agreement.
6. UNCOSA will freely relinquish the license(s) and/or rights granted to it under this Agreement on the good faith written request of the Student or the Student's agent.
7. The Student and UNCOSA understand that this Agreement neither pertains to nor purports to license the rights of any third parties who may also have rights in the Student's works or Likeness.

Student's Signature: _____

Date: _____

Student's Name (Print): _____

Parent/Guardian's Signature and Printed Name (for Minor Students): _____

Intellectual Property

UNCOSA Regulation #115, Intellectual Property, provides that, while students retain copyright in their works, all enrolled students grant to UNCOSA, as a condition of enrollment, a non-exclusive license in student works.

8. Student Works

a. Ownership & Use. Students, by default, own the copyright in all of their own work, unless they have, prior to the creation of such work, waived this right through a formal, signed, contract or waiver.

b. a. Grant of License. As a condition of enrollment and in consideration for such enrollment, each Student will grant UNCOSA a perpetual, non-exclusive license to exploit all of the Student's rights in the work under the law. This license will be effectuated by a signed agreement between the Student and UNCOSA executed before the student attends their first Arts class. Except in the case of compilations where the work produced involves the contributions of numerous students or works of joint authorship among students, UNCOSA agrees not to pursue commercial gain from the license granted under this provision.

c. Exceptions to Student Ownership

i. A contract or waiver, signed personally by the Student, must be in place prior to the creation of any Student Work in order for such work(s) to be deemed a Sponsored, Externally Contracted, or Directed Work.

ii. Under such a waiver or contract, UNCOSA shall own a Student Work that is a Sponsored, Externally Contracted, or Directed Work, and ownership and use of such works shall be as specified in this policy.

iii. Student Works created in the course of the Student's hourly employment by UNCOSA shall be considered Works Made for Hire, and ownership and use of such works shall be as specified in this policy.

iv. Student Works that constitute notes of classroom and laboratory lectures and exercises may be used for educational purposes only and may not be used for commercial gain. Using, allowing, or making available class or lab notes to be used for commercial gain is not permitted unless student is given specific authorization from a UNCOSA faculty member.

v. As provided by this policy or as agreed to mutually, rights in Student Works may be transferred between the Student and UNCOSA.

Residence Status for Tuition Purposes

Determining In-State Residency

The specific standards for determining resident status for tuition purposes are set forth in the North Carolina General Statute section 116-143.1 (the "Statute"). Since the benefit of in-state tuition is generally provided only to legal residents of North Carolina, understanding the legal principles of domicile is fundamental to a correct interpretation and application of North Carolina laws that regulate tuition classification decisions. The "North Carolina State Residence Classification Manual" provides detailed information with regard to residency for tuition purposes.

The Residency Determination Service (RDS) is the entity responsible for all classifications of residency in North Carolina.

Students wishing to request a residency classification must submit an application using the Residency Determination Service (RDS).

- To begin the process, visit www.NCresidency.org
- All student inquiries about initial determinations, reconsiderations or appeals, should be directed to RDS, the sole authority for North Carolina residency determinations.

Additional Information

Contact RDS by telephone or email:

- Phone: 844-319-3640
- Email: rdsinfo@ncresidency.org

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 UNCSEA 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 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 Provost, 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 out-of-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.

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 UNCSA shall comply with the applicable Student Code of Conduct.
- b. In applying regulations in the area of student discipline, UNCSA 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 UNCSA 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 UNCOSA 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-identity, 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 to preserve freedoms of speech and expression, as articulated in current legal standards. Advice should be sought from UNCOSA'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-identity, 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.