

University Courses & Curricula Committee 2015-2016

January 13th, 2015
Talley Student Union 4140
12:30pm-2:00pm

Call to Order 12:30pm

- Welcome and Instructions, Chair Dr. Scott Despain
- Remarks from Associate Vice Provost, Dr. Barbara Kirby
- Approval of UCCC December 9th, 2015 Minutes
- Course and Curricular Business

New Business

- Review of the Consent Agenda

Presenter	Action	Type	Notes
Banks	College of Sciences: Courses Not Taught in 5 Years	Drop	Drop Courses: See attached list
Black	17NATREBS-- 17NATREMC; 17BIOSCBS-- 17BIOSCEEC; 17MARSCBS-- 17MARSCPHY	Revise	Rev: 8 semester displays mismatch
Hessling	College of Education: Courses Not Taught in 5 Years	Drop	Drop Courses: See attached list

College of Agricultural & Life Sciences

Presenter	Reviewers	Action	Type
Ozturk	Currie, Beller, Hessling	BAE 200 Computer Methods in Biological Engineering	Rev: Catalog Description, Required/Elective Course for curriculum
Trivedi	Black, Ozturk, Wu	17LSFY— 17BAI <i>B.A in Biology Intended</i>	New Curriculum Code/ Footnote Revision
	Lindsay, Auerbach, Rieder	11AGEDNRS, 11EXTEDAAY, 11PSSPAE	Rev: 8 semester displays

College of Humanities and Social Sciences

Presenter	Reviewers	Action	Type
Driscoll	Rieder, Auerbach, Fath	ENG 382 Film and Literature	Rev: Cr/Contact Hours, Scheduling
	Ozturk, Hergeth, Nowel	FLA 318 Egyptian Culture through Film	New Course
	Hessling, Beller, Tarp	HI 252 American History II	Rev: Grading Method, Scheduling
	Rieder, Beller, Banks	HI 337 Spy vs. Spy: Cold War Intelligence History	New Course
Auerbach	Lindsay, Ferguson, Banks	SW 490 Field Seminar	Rev: Title, Abbreviated Title, Cr/Contact Hours, Grading Method, Scheduling, Catalog Description
	Tarp, Trivedi, Black	SW 491 Community-Based Field Practicum	New Course

College of Education

Presenter	Reviewers	Action	Type
Hessling	Currie, Driscoll, Fath	ECI 423 Methods for Teaching Modern Foreign Languages K-12	Rev: Title, Abbreviated Title, Cr/Contact Hours, Grading Method, Pre/Co-Reqs
	Ferguson, Trivedi, Hergeth	EMS 470 Methods & Materials for Teaching Mathematics	Rev: Cr/Contact Hours, Scheduling

Notes:

- All linked course actions are viewable in CIM.
- To view actions, please click on the hyperlink. You may need to use your Unity ID to log in.
- If you experience issues logging in, please go to <https://next-catalog.ncsu.edu/courseadmin/> and type the course prefix and number into the search bar.

University Courses and Curricula Committee – December 9th, 2015

Talley Student Union 4140

Call to Order: 12:32 PM

Members Present: Chair, Scott Despain, Alton Banks, David Auerbach, Andy Nowel, Catherine Driscoll, Peter Hessling, David Tarcy, Shweta Trivedi, Kathleen Rieder, Betty Black, Peggy Dominique, Elizabeth Fath, Debbie Currie, Amanda Beller, Mian Wu, and Jamie Plummer

Ex-Officio Members Present: Barbara Kirby, Rebecca Swanson, Charles Clift, Kasey Harris, Sarah Howard, and Li Marcus

Guests: Dr. Mike Mullen, Jodi Khater, Tommy Holden, Autumn Mist Belk, John Harrington, and Lindsey Mihalov

Welcome and Introductions

- **Remark from Chair Dr. Scott Despain**
- **Remarks from Associate Vice Provost, Dr. Barbara Kirby**
- **Remarks from Vice Chancellor and Dean, Dr. Mike Mullen**
- **Approval of UCCC November 4th, 2015 Minutes**
 - Approved Unanimously

Old Business:

- **SMT 301 *Chemistry of Sustainable Materials* – Approved Pending**
Discussion: Met with Dave Tilotta, professor of course. Approved pending the removal of statement which says most students do not have the skills to work in a lab at this level, which Tilotta sees as reasonable.
- **Aerospace and Mechanical Engineering MEMO: Approved Unanimously**
Discussion: Students tried to register but memo hadn't been signed off on so students were in limbo. R&R has been asked to act upon the memo.
- **Review of Consent Agenda**
Approved Unanimously
 - Chair Scott Despain noted the few items missing from HSS, and alerted members that these items would be provided before being officially approved.

New Business:

- **Course and Curricular Business**
- **16 FLLARAB *Arabic Language and Culture* Approved Unanimously**
Discussion: Jodi Khater presented the course. Members noted that the courses needed for this new concentration have already been created and that HSS has done a good job with developing this, as it provides a program home for the courses taught and helps students seeking jobs in this field.
- **24 DANM *Dance Minor* Approved Unanimously**
Discussion: Members complimented course and approved unanimously without further discussion.
- **HS 410 *Community Food Systems* Approved Unanimously**

Discussion: Members gave the friendly suggestion that CALS make this a Service Learning course, as it would appeal to a broad range of students. A memo may be submitted to revise it at a later date.

- HS *Sustainable Food Production* **Approved Unanimously**

Discussion: Members suggest CALS discuss making this a Service Learning course, as it would appeal to a broad range of students, change “PowerPoint” in the catalog description to “presentation, and create a grading rubric.

- NTR 320 *Nutrition Education* **Approved Unanimously**

Discussion: Course was presented and members discussed the upcoming reorganization of CALS.

- PB 400 *Plant Diversity & Evolution* **Approved Unanimously**

Discussion: Course was presented, and approved unanimously without further discussion.

- Agroecology and Sustainable Food Systems *Appendix A* **Approved Unanimously**

Discussion: Members presented and discussed that Appendix A, a request for authorization of planning a new degree program, would be frontrunner in our region. Several members voiced their excitement for the opportunities this major would provide for students, such as jobs and internships.

- *English Minors* **Approved Unanimously**

Discussion: Course was presented, and approved unanimously without further discussion.

- 16 SPNSH *Spanish Concentration* **Approved Pending**

Discussion: No curriculum or eight semester display. Approved pending Li Marcus can ensure there are no issues with the 8 semester display.

- 16 PSYCHBA *Psychology B.A* **Approved Unanimously**

Discussion: Course was presented, and approved unanimously without further discussion.

- 15 WSCIM *Wildlife Sciences Minor* **Approved Unanimously**

Discussion: Course was presented, and approved unanimously without further discussion.

- MUS 133 *British Brass Band* **Approved Unanimously**

Discussion: Members suggest rubric for class, concerning disruptive behavior and performance-based grading.

Course Leaf issues: Li has been messaging Course Leaf and was told the three biggest issues were resolved yesterday. Please let her know if there are any more issues, so that Li can mention them in her Course Leaf calls. Going to visit with grad school, HSS, and CL about revising topic list format.

Meeting Adjourned at: 1:54 PM

Respectfully Submitted by Sarah Howard

NC STATE

Office of Courses Curricula <courses-curricula@ncsu.edu>

Fwd: College of Sciences: Courses Not Taught in Last 5 Years

1 message

Barbara Kirby <kirby@ncsu.edu>

Fri, Dec 11, 2015 at 4:03 PM

To: courses-curricula@ncsu.edu

January

----- Forwarded message -----

From: **Jo-Ann Cohen** <j_cohen@ncsu.edu>

Date: Wed, Dec 9, 2015 at 5:49 PM

Subject: College of Sciences: Courses Not Taught in Last 5 Years

To: Barbara Kirby <kirby@ncsu.edu>

Cc: Carrie Thomas <cjthomas@ncsu.edu>, Jo-Ann Cohen <cohen@ncsu.edu>, Cheryll Bowman-Medhin <clbowma2@ncsu.edu>

Barbara, below is the memo you requested (from Carrie Thomas and me), along with an attached annotated spreadsheet. All the credit goes to Carrie in putting together this information. (Carrie, you are terrific!) Please let us know if you have any questions.

Jo-Ann

P.S. I'm hoping we get a gold star for returning it well before the February 1st deadline.

To: Barbara Kirby, Associate Vice Provost, Administration and Curricular Programs, Division of Academic and Student Affairs

From: Jo-Ann Cohen, Associate Dean for Academic Affairs, College of Sciences
Carrie Thomas, Assistant Dean for Academic Affairs, College of Sciences

Subject: Courses not taught in the past 5 years

Attached is the updated spreadsheet of course status which you requested in your email on October 23. Also in response, the College of Sciences requests the following inactive courses be dropped from the catalog. Please note that many of these courses are cross-listed but are scheduled under only one prefix. We have indicated which prefix should remain and which should be dropped.

List of courses to be dropped:

- BIO 220 Marine Biology (This course is cross-listed with MEA 220 which is taught regularly. Only the BIO 220 section should be dropped.)
- BIO 353 Wildlife Management (This course is cross-listed with FW 353 which is taught regularly. Only the BIO 353 section should be dropped.)
- BIO 422 Biological Clocks
- BIO 425 General Entomology (This course is cross-listed with ENT 425 which is taught regularly. Only the BIO 425 section should be dropped.)
- BIO 430 Fisheries and Wildlife Administration (This course is cross-listed with FW 430. This request is to drop only the BIO 430 section.)
- BIO 449 Principles of Biological Oceanography (This course is cross-listed with MEA 449 which is taught regularly. Only the BIO 449 section should be dropped.)
- CH 211 Analytical Chemistry I
- CH 491 Honors Chemistry
- MA 293 Special Topics in Mathematics
- MA 308 College Geometry

MA 433 History of Mathematics
 MB 320 Fundamentals of Microbial Cell Culture
 MB 325 Fundamentals of Microbial Cell Biotransformations
 MEA 121 The Dinosaurian World Lab
 MEA 140 Natural Hazards and Global Change
 MEA 369 Terrestrial Paleontology
 MEA 433 Forensic Geology
 MEA 435 Engineering Geology (This course is cross-listed with CE 435 which is taught regularly. Only the MEA 435 section should be dropped.)
 PY 126 Computer-based Astronomy Laboratory
 PY 133 Conceptual Physics: Optics
 PY 463 Fluid Physics (This course is cross-listed with MEA 463 which is taught regularly. Only the PY 463 section should be dropped.)
 ST 240 Introduction to Behavioral Research I (This course is cross-listed with PSY 240. This request is to drop only the ST 240 section.)
 ST 241 Introduction to Behavioral Research I Lab (This course is cross-listed with PSY 241. This request is to drop only the ST 241 section.)
 ST 242 Introduction to Behavioral Research II (This course is cross-listed with PSY 242. This request is to drop only the ST 242 section.)
 ST 243 Introduction to Behavioral Research II Lab (This course is cross-listed with PSY 243. This request is to drop the only ST 243 section.)
 ST 295 Special Topics ST
 ST 301 Statistical Methods I
 ST 302 Statistical Methods II
 ST 351 Data Analysis for Economists (This course is cross-listed with EC 351 which is taught regularly. Only the ST 351 section should be dropped.)
 TOX 121 Pesticides and Their Utilization
 ZO 495 Special Topics in Zoology

----- Forwarded message -----

From: **Barbara Kirby** <kirby@ncsu.edu>
 Date: Fri, Oct 23, 2015 at 6:33 PM
 Subject: Courses Not Taught in Last 5 Years
 To: Jo-Ann Cohen <cohen@ncsu.edu>

Dear Jo-Ann

Please find attached the list of Undergraduate Courses in your college not taught in the last five years, according to Registration and Records. I reviewed the list of courses dropped in 2011 when we were last asked to review the status of courses. I did not find any duplicate courses when comparing that list with this most recent list.

Please use the spreadsheet to report the status of your course and return the spreadsheet to me by **By February 1:**

Drop Course. The course will be inactivated from the course catalog. Please note that GEP courses are highlighted.

In addition to indicating DROP on the spreadsheet, **prepare a memo** listing all courses you wish to drop. The memo will be added to the UCCC and CUE (for GEP) agendas for action. Finally, if the course is a pre-requisite or course required in another curriculum, please consider the impact and consult as needed.

Revise Course by May 15, 2016. The course will be revised this year and you plan to teach it Semester, Year.

Notes on Course Status: Indicate why the course has not been taught and your plan to change the status of the course in the next three years.

Thank you for reviewing the status of these courses in a timely manner. We would like to have the status of dropped courses by Dec. 15 but due to where we are in this semester, you will need more time. February is our

deadline to begin processing the drops so Brittany is able to make catalog revisions this year.

As I mentioned at the Associate Deans meeting, GA expects us to maintain a current inventory of courses being taught, SACS expects us to provide an up to date offering of courses, communicate the sequence of courses and maintain relevant degree programs. Our students have expressed concerns about courses in the catalog which they planned to take but the courses are not taught. SIS affords students and advisors the opportunity to do a better job planning for student success and the student's progress toward degree but they do need our information to be as current as possible.

Thanks again and let me know if you have questions or other ways our office can help.

—
Dr. Barbara M. Kirby, Professor
Associate Vice Provost, Administration and Curricular Programs
University College
Division of Academic and Student Affairs
NC State University
CB #7105, 310 Park Shops
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Phone: 919.515.3037
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<http://dasa.ncsu.edu/academic-success/>

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—
Jo-Ann Cohen
Professor of Mathematics
Associate Dean for Academic Affairs
College of Sciences
North Carolina State University

—
Dr. Barbara M. Kirby, Professor
Associate Vice Provost, Administration and Curricular Programs
University College
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 **COS UG_Spreadsheet of Active Courses Not Taught.xlsx**

COS Courses Not Taught in Five Years

GEP Course =	
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SUBJECT	CAT NBR	CAREER	CRSE ID	LAST OFFERED	GEP	COURSE TITLE	Drop Course by February 1, 2016	Revise Course by May 15, 2016
BIO	220	UGRD	015245	Spring 2010	Y	Marine Biology	Drop	
BIO	317	UGRD	031364	Spring 2011	N	Primate Ecology and Evolution		
BIO	353	UGRD	010796	Fall 2011	N	Wildlife Management	Drop	
BIO	422	UGRD	022754	Spring 2012	N	Biological Clocks	Drop	
BIO	425	UGRD	009065	No offering on file with SIS	Y	General Entomology	Drop	
BIO	430	UGRD	010802	No offering on file with SIS	N	Fisheries and Wildlife Administration	Drop	
BIO	449	UGRD	015293	No offering on file with SIS	N	Principles of Biological Oceanography	Drop	
BIO	485	UGRD	031652	No offering on file with SIS	N	Capstone Course in Ecology, Evolution, and Conservation Biology		
CH	211	UGRD	003285	Spring 2006	N	Analytical Chemistry I	Drop	
CH	491	UGRD	003346	Spring 1979	N	Honors Chemistry	Drop	
COS	498	UGRD	024263	No offering on file with SIS	N	Spec Topics in the College of Sciences 2		
GN	461	UGRD	031796	No offering on file with SIS	N	Advanced Bioinformatics		
GN	495	UGRD	011026	No offering on file with SIS	N	Special Topics in Genetics		
MA	293	UGRD	013691	No offering on file with SIS	N	Special Topics in Mathematics	Drop	
MA	308	UGRD	013715	Spring 2008	N	College Geometry	Drop	
MA	315	UGRD	031645	No offering on file with SIS	N	Mathematics Methods in Atmospheric Sciences		
MA	433	UGRD	013757	Fall 2010	N	History of Mathematics	Drop	

COS Courses Not Taught in Five Years

GEP Course =

SUBJECT	CAT NBR	CAREER	CRSE ID	LAST OFFERED	GEP	COURSE TITLE	Drop Course by February 1, 2016	Revise Course by May 15, 2016
MB	320	UGRD	023408	Spring 2011	N	Fundamentals of Microbial Cell Culture	Drop	
MB	325	UGRD	023409	No offering on file with SIS	N	Fundamentals of Microbial Cell Biotransformations	Drop	
MEA	121	UGRD	015222	Fall 2010	Y	The Dinosaurian World Lab	Drop	
MEA	140	UGRD	015227	Fall 2012	Y	Natural Hazards and Global Change	Drop	
MEA	369	UGRD	015264	Fall 2010	N	Terrestrial Paleontology	Drop	
MEA	415	UGRD	015274	Fall 2007	N	Climate Dynamics		
MEA	433	UGRD	015284	Spring 2013	N	Forensic Geology	Drop	
MEA	435	UGRD	002820	No offering on file with SIS	N	Engineering Geology	Drop	
MEA	461	UGRD	015304	Spring 2012	N	Undergraduate Cruise Experience		
MEA	470	UGRD	015314	Spring 2011	N	Introduction to Geophysics		
MEA	479	UGRD	002842	No offering on file with SIS	N	Air Quality		
PY	126	UGRD	018964	Fall 2007	Y	Computer-based Astronomy Laboratory	Drop	
PY	133	UGRD	018967	Spring 2011	Y	Conceptual Physics: Optics	Drop	
PY	463	UGRD	015306	No offering on file with SIS	N	Fluid Physics	Drop	
ST	240	UGRD	018479	No offering on file with SIS	N	Introduction to Behavioral Research I	Drop	
ST	241	UGRD	018482	No offering on file with SIS	N	Introduction to Behavioral Research I Lab	Drop	
ST	242	UGRD	018483	No offering on file with SIS	N	Introduction to Behavioral Research II	Drop	

COS Courses Not Taught in Five Years

GEP Course =	
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SUBJECT	CAT NBR	CAREER	CRSE ID	LAST OFFERED	GEP	COURSE TITLE	Drop Course by February 1, 2016	Revise Course by May 15, 2016
ST	243	UGRD	018485	No offering on file with SIS	N	Introduction to Behavioral Research II Lab	Drop	
ST	295	UGRD	020189	No offering on file with SIS	N	Special Topics ST	Drop	
ST	301	UGRD	020190	Fall 2008	N	Statistical Methods I	Drop	
ST	302	UGRD	020193	Spring 2009	N	Statistical Methods II	Drop	
ST	351	UGRD	005716	No offering on file with SIS	N	Data Analysis for Economists	Drop	
TOX	121	AGI	009043	No offering on file with SIS	N	Pesticides and Their Utilization	Drop	
ZO	495	UGRD	022774	Fall 2009	N	Special Topics in Zoology	Drop	

COS Courses Not Taught in Five Years

Notes on Course Status: will teach within the next 3 years, leave for CC transfer articulation, new, other
This course is cross-listed with MEA 220 which is taught regularly. Only the BIO 220 section should be dropped.
Course is scheduled in Spring 2016.
This course is cross-listed with FW 353 which is taught regularly. Only the BIO 353 section should be dropped.
This course is cross-listed with ENT 425 which is taught regularly. Only the BIO 425 section should be dropped.
This course is cross-listed with FW 430. This request is to drop only the BIO 430 section.
This course is cross-listed with MEA 449 which is taught regularly. Only the BIO 449 section should be dropped.
This course is planned for Spring 2017.
This is a special topics shell that will be used to offer upper level courses in the future as faculty develop ideas.
This course will be taught when enough juniors have completed the pre-requisite GN 427.
This is a special topics shell that is used regularly (see F15 and Sp16).
This course is cross-listed with MEA 315, which has been taught regularly since its creation. Both departmentns have agreed to offer seats under both prefixes in future years, so there is no need to revise.

COS Courses Not Taught in Five Years

Notes on Course Status: will teach within the next 3 years, leave for CC transfer articulation, new, other
This course is scheduled in Spring 2016.
This course is cross-listed with CE 435 which is taught regularly. Only the MEA 435 section should be dropped.
This course is offered intermittently as ship time and demand allow.
This course is usually taught in alternate springs. There were recent gaps due to overlapping faculty leave.
This course is cross-listed with CE 479, which is taught regularly. Both departments plan to offer seats under both prefixes in future years, so there is no need to revise.
This course is cross-listed with MEA 463 which is taught regularly. Only the PY 463 section should be dropped.
This course is cross-listed with PSY 240. This request is to drop only the ST 240 section.
This course is cross-listed with PSY 241. This request is to drop only the ST 241 section.
This course is cross-listed with PSY 242. This request is to drop only the ST 242 section.

COS Courses Not Taught in Five Years

Notes on Course Status: will teach within the next 3 years, leave for CC transfer articulation, new, other
This course is cross-listed with PSY 243. This request is to drop the only ST 243 section.
This course is cross-listed with EC 351 which is taught regularly. Only the ST 351 section should be dropped.

NC STATE

Office of Courses Curricula <courses-curricula@ncsu.edu>

Fwd: 8 semester displays mismatch

2 messages

Barbara Kirby <kirby@ncsu.edu>

Fri, Dec 11, 2015 at 4:52 PM

To: Li Marcus <lamarcus@ncsu.edu>, courses-curricula@ncsu.edu

For Jan agenda

----- Forwarded message -----

From: **Barbara Kirby** <kirby@ncsu.edu>

Date: Tue, Oct 27, 2015 at 5:22 PM

Subject: 8 semester displays mismatch

To: Jo-Ann Cohen <cohen@ncsu.edu>

Dear Jo-Ann

Please find attached, some 8 semester displays we received that have course offering mismatches. According to the catalog, the course was approved to be offered a particular semester but has been consistently offered a different semester. You will see the course/s in question highlighted on the attached 8 semester displays.

Please keep in mind that we are required to communicate to students a recommended sequence of courses to take in order to complete their degree in eight semesters. Also, the students anticipate from the catalog description that the course will be offered a particular semester.

After reviewing the attached 8 semester displays, please send my office a memo indicating your desired change in term offering by **February 1, 2016**.

1. Indicate the semester or semesters you plan to teach the course/s
2. Indicate if you plan to move other courses in order to balance credit hours.

Also, attach the revised 8 semester display so we can see how you want the course/s to appear on the display. These actions will be placed on the UCCC consent agenda and communicated to R&R.

If you wish to limit the term offerings (previously you offered the course fall and spring, now it will only be offered in the fall), please consult with other departments that may be impacted, especially if the program uses the course as a pre-requisite or major or minor requirement. These actions (memo and revised 8 semester display) will also be placed on the UCCC consent agenda.




—
Dr. Barbara M. Kirby, Professor
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3 attachments

-  **Bio Sciences Eco, Evolution & Conservation Bio_17BIOSCBS-17BIOSCEEC.docx**
26K
-  **Marine Sciences Physics_17MARSCBS-17MARSCPHY.docx**
21K
-  **Natural Resources Marine & Coastal Resources_17NATREBS-17NATREMC.docx**
22K

Li Marcus <lamarcus@ncsu.edu>
To: courses-curricula@ncsu.edu



Tue, Dec 15, 2015 at 9:58 AM

More display updates to look at.

Li
----- Forwarded message -----
From: **Barbara Kirby** <kirby@ncsu.edu>
[Quoted text hidden]

—
Li Marcus
Director
Office of University Courses and Curricula and Academic Standards
Division of Academic and Student Affairs
North Carolina State University
E-mail: lamarcus@ncsu.edu
Phone: (919) 515-5627

3 attachments

-  **Bio Sciences Eco, Evolution & Conservation Bio_17BIOSCBS-17BIOSCEEC.docx**
26K
-  **Marine Sciences Physics_17MARSCBS-17MARSCPHY.docx**
21K
- Natural Resources Marine & Coastal Resources_17NATREBS-17NATREMC.docx**

Natural Resources (BS): Marine & Coastal Resources (17NATREBS-17NATREMC)

Semester Display Effective Date: 7.2009

FRESHMAN YEAR				
Fall Semester	Credit		Spring Semester	Credit
ENG 101 Academic Writing & Research ^{1,3,H} MA 131 Calculus Life & Mgmt Sciences A ^{3,A} or MA 141 Calculus I ^{3,A} MEA 101 Geology I: Physical ⁴ MEA 110 Geology Lab ⁴ NR 100 Intro to Natural Resources ⁴ HES_ *** Health & Exercise Studies Course ^E COS 100 Perspectives on Learning ²	4 3-4 3 1 2 1 1 15-16		BIO 181 Intro Biology I ⁵ COM 110 Public Speaking MA 132 Computational Math ^{5,A} and MA 231 Calc Life & Mgmt B ^{5,A} or MA 241 Calculus II ^{5,A} MEA 130 Intro to Weather & Climate ⁴ MEA 135 Weather & Climate Lab ⁴	4 3 4 3 1 15

SOPHOMORE YEAR				
Fall Semester	Credit		Spring Semester	Credit
CH 101 Chemistry- Molecular Science ^{3,B} CH 102 General Chemistry Lab ^{5,B} MEA 200 Intro to Oceanography ⁴ MEA 210 Intro to Ocean Lab ⁴ Political Science ^{6,D} BIO 140 Animal Diversity ⁵ BIO 141 Animal Div. Lab ⁵	3 1 3 1 3 3 1 15		CH 201 Chem. Quant Sci ^{5,B} CH 202 General Quant Lab ⁵ Economics ^{7,D} MEA 220 Marine Biology ⁴ MEA 250 Intro Coastal Environments ⁴ MEA 251 Intro Coastal Enviro Lab ⁴ HES_ *** Health & Exercise Studies Course ^{8,E}	3 1 3 3 3 1 1 15

JUNIOR YEAR				
Fall Semester	Credit		Spring Semester	Credit
GEP Humanities Requirement ^C PB/BIO 360 Intro. to Ecology ⁵ PB 365 Ecology Lab ⁵ PY 211 (or 205) College Physics ³ ST 311 Intro to Statistics ⁵	3 3 1 4 3 14		Chemistry Option ^{4,9} Advanced Writing Elective ¹² ARE 336 Intro Resource and Env Econ ^G MEA 469 Ecology of Coastal Resources ⁴ PY 212 (or 208 Physics for Engineers & Scientists/PY 209 Physics for Engineers & Scientists II Lab) Physics II ⁵	3 3 3 3 4 4 16

Summer Session	Credit			

MEA 459 Coastal Processes ⁴	5		
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SENIOR YEAR

Fall Semester	Credit	Spring Semester	Credit
Advised Elective ^{4,10}	3	Advised Elective ^{4,10}	3
GEP Humanities Requirement ^C	3	MEA Option ^{4,11}	3
GEP Interdisciplinary Perspectives Req. ^G	2-3	NR 400 Mgmt Natural Resources ⁴	4
PS 336 Global Enviro Politics ^J	3	SSC 200 Soil Science ⁵	4
ZO 420 Fishery Science ⁵	3	GEP Additional Breadth Requirement ^F	3
	14-15		17

Minimum Credit Hours Required for Graduation* ^{I,K} :	126
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Major/Program Footnotes:

1. ENG 101 will not be available for all students in fall of their freshman year. Students not enrolled in ENG 101 should register for this course the following fall, and substitute COM 110 in their first semester.
2. E 115 may substitute for COS 100.
3. Grade of C- or higher required in CH 101; ENG 101; MA 131 or MA 141; PY 211 or PY 205.
4. No more than one D will be accepted in major core courses.
5. No more than one D will be accepted in other math and science courses.
6. PS 201 or PS 202.
7. EC (ARE) 201 or EC 205.
8. HES 253 or HES 226. The PE option satisfies 1 credit of the GEP Health & Exercise Studies requirement.
9. MEA 323 or MEA 473.
10. Advised electives to be chosen with advisor and should be an MEA course at the 300 level or above or an IDS course at the 300 level or above.
11. MEA Option is any MEA course or PRT 462 Introduction to GIS.
12. Advanced Writing Elective must be selected from ENG 331, ENG 332, and ENG 333. The Advanced Writing Elective may not be used to satisfy the GEP Humanities requirement. It does satisfy the Communication in the Major Co-Requisite.

*** General Education Program (GEP) requirements and GEP Footnotes:**

To complete the requirements for graduation and the General Education Program, the following category credit hours and co-requisites must be satisfied. University approved GEP course lists for each of the following categories can be found at <http://oucc.dasa.ncsu.edu/general-education-program/>.

A. Mathematical Sciences (6 credit hours – one course with MA or ST prefix)

Choose from the University approved GEP Mathematical Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: MA 131, MA 132, MA 231, MA 141, MA 241

B. Natural Sciences (7 credit hours – include one laboratory course or course with a lab)

Choose from the University approved GEP Natural Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: CH 101, CH 102, CH 201

C. Humanities (6 credit hours selected from two different disciplines/course prefixes)

Choose from the University approved GEP Humanities course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: none

D. Social Sciences (6 credit hours selected from two different disciplines/course prefixes)

Choose from the University approved GEP Social Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: PS 201, PS 202, ARE 201, EC 201, EC 205

E. Health & Exercise Studies (2 credit hours – at least one 100-level Fitness and Wellness Course)

Choose from the University approved GEP Health & Exercise Studies course list.

F. Additional Breadth - (3 credit hours to be selected from the following checked University approved GEP course lists)

Humanities/Social Sciences/Visual and Performing Arts

G. Interdisciplinary Perspectives (5-6 credit hours)

Choose from the University approved GEP Interdisciplinary Perspectives course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: ARE 336

H. Introduction to Writing (4 credit hours satisfied by completing ENG 101 with a C- or better)

The following Co-Requisites must be satisfied to complete the General Education Program requirements:

I. U.S. Diversity (USD)

Choose from the University approved GEP U.S. Diversity course list or choose a course identified on the approved GEP course lists as meeting the U.S. Diversity (USD) co-requisite. The following course(s) completed as part of the Major requirements may fulfill this requirement: none

J. Global Knowledge (GK)

Choose from the University approved GEP Global Knowledge course list or choose a course identified on the approved GEP course lists as meeting the Global Knowledge (GK) co-requisite. The following course(s) completed as part of the Major requirements may fulfill this requirement: PS 336

K. Foreign Language proficiency - Proficiency at the FL_102 level is required for graduation.

Biological Sciences (BS): Ecology, Evolution, & Conservation Biology (17BIOSCBS-17BIOSCEEC)

Semester Display Effective Date: 7.2014

FRESHMAN YEAR			
Fall Semester	Credit	Spring Semester	Credit
LSC 101 Critical Creative Thinking Life Sci*	2	BIO 183 Intro Bio: Cellular & Molecular	4
BIO 181 Intro Bio: Ecol, Evol, Biodiversity	4	CH 221 Organic Chemistry I	3
CH 101 Chemistry-A Molecular Science	3	CH 222 Organic Chemistry I Lab	1
CH 102 General Chemistry Lab	1	ENG 101 Academic Writing & Research*	4
MA 131 ¹ Calculus Life & Mgmt Sci. A	3	MA 231 ¹ Calculus Life & Mgmt Sci. B	3
LSC 103 Exploring Opportunities Life Sci	1		
HES_*** Health & Exercise Studies Course*	1		15
	15		
SOPHOMORE YEAR			
Fall Semester	Credit	Spring Semester	Credit
Physiology Requirement ²	3	GN 311 Principles of Genetics	4
CH 223 Organic Chemistry II	3	GN 312 Elementary Genetics Lab	1
CH 224 Organic Chemistry II Lab	1	CH 201 Chemistry-A Quantitative Sci.	3
Free Elect ³ OR BIO/PB 360 Ecology	3	CH 202 Quantitative Chemistry Lab	1
GEP Social Sciences Requirement*	3-4	Free Elect ³ OR BIO/PB 360 Ecology	3-4
HES_*** Health & Exercise Studies Course*	1	GEP Social Sciences Requirement*	3
	14-15		15-16
JUNIOR YEAR			
Fall Semester	Credit	Spring Semester	Credit
Advanced Writing Requirement ⁵	3	Learning Experience Elective ⁷	3
PY 211 ⁶ College Physics I	4	PY 212 ⁶ College Physics II	4
EEC Elective ⁸	3	BIO/PB 330 Evolutionary Biology	3
ST 311 Introduction to Statistics	3	EEC Elective ⁸	3
GEP Humanities Requirement*	3	Organismal Biology Elective ⁹	3
	16		16
SENIOR YEAR			
Fall Semester	Credit	Spring Semester	Credit
AEC 460 Field Ecology & Methods	4	NR 406 Conserv Biological Diversity	3
EEC Elective ⁸	3	EEC Elective ⁸	3
EEC Elective ⁸	3	EEC Elective ⁸	3
GEP Humanities Requirement*	3	GEP Additional Breadth Requirement*	3
Free Elective ³	3	Free Elective ³	3
	16		15

EEC Footnotes:

A grade of C- or better is required in the following courses:

AEC 460 Field Ecology and Methods
 BIO 181 Introductory Biology: Ecology, Evolution, and Biodiversity
 BIO 183 Introductory Biology: Cellular and Molecular Biology
 BIO/PB 330 Evolutionary Biology
 BIO/PB 360 Ecology
 GN 311 Principles of Genetics
 GN 312 Elementary Genetics Lab
 NR 406 Conservation of Biological Diversity

Physiology Requirement²

MA 131 Calculus for Life and Management Sciences A
 MA 231 Calculus for Life and Management Sciences B
 CH 101/102 Chemistry – A Molecular Science & Lab
 CH 221/222 Organic Chemistry I & Lab
 CH 223/224 Organic Chemistry II & Lab
 CH 201/202 Chemistry - A Quantitative Science & Lab
 PY 211 College Physics I
 PY 212 College Physics II
 ST 311 Introduction to Statistics
 EEC Electives⁸

Organismal Biology Elective⁹

Advanced Writing Requirement⁵
 ENG 101 Academic Writing & Research

Taking courses for credit only (S/U): PE, Free Electives and courses offered only for S/U credit can be applied to graduation requirements. Students should check with their adviser before electing to take any course that normally is graded A-F as an S/U course.

¹ *Mathematics Alternatives*

MA 141 and MA 241 is a suitable substitute for MA 131 and MA 231.

² *Physiology Requirement (take one of the following options)*

BIO 250 Animal Anatomy & Physiology
 PB 321 Introduction to Whole Plant Physiology
 PB 421 Plant Physiology

³ *Free Electives (take 9 credit hours)*

These electives cannot be remedial nor can they be taken at an elementary level after you have taken comparable coursework at a more advanced level. Students interested in graduate school or professional school should check the courses required for admission to the programs to which they plan to apply.

⁵ *Advanced Writing Requirement (take one course)*

Cannot be double-counted for a GEP requirement.

COM 211 Argumentation and Advocacy
 ENG 201 Writing Literary Analysis
 ENG 214 Introduction to Editing
 ENG 232 Literature and Medicine
 ENG 233 The Literature of Agriculture
 ENG 287 Explorations in Creative Writing
 ENG 288 Fiction Writing
 ENG 289 Poetry Writing
 ENG 292 Writing about Film

ENG 316 Principles of News and Article Writing
ENG 323 Writing in the Rhetorical Tradition
ENG 331 Communication for Engineering and Technology (Junior standing)
ENG 332 Communication for Business and Management (Junior standing)
ENG 333 Communication for Science and Research (Junior standing)
ENG 381 Creative Nonfiction Writing Workshop (ENG 215, 287, 288, or 289 required)
ENG 388 Intermediate Fiction Writing Workshop (a "B" or better in ENG 288 required)
ENG 389 Intermediate Poetry Writing Workshop (a "B" or better in ENG 289 required)

ENG 416 Advanced News and Article Writing (ENG 215 required)
ENG 417 Editorial and Opinion Writing (ENG 214 and 215 required)
ENG 422 Writing Theory and the Writing Process
ENG 425 Analysis of Scientific and Technical Writing (ENG 314, 331, 332 or 333 required)
ENG 426 Analyzing Style

⁶ *Physics Alternatives*

PY 205 and PY 208 can be substitutes for PY 211 and PY 212. PY 205 and PY 208 are calculus-based and require that you take the 40 series of Mathematics¹ (MA 141 and MA 241). PY 201 and PY 202 would also be a suitable substitute for PY 211 and PY 212. PY 201 and PY 202 are calculus-based, require the 40 series of Mathematics¹, and are restricted to students in PAMS.

⁷ *Learning Experience Elective (take one course for 3 credit hours)*

Learning experience in an appropriate area, with prior approval by faculty adviser, prospective supervisor, and departmental undergraduate coordinator. Contact and arrangements with prospective supervisors is the responsibility of the student.

BIO 499 Honors Project, Part 2 (requires BIO 498)
BIO 492 External Learning Experience
BIO 493 Special Problems in Biological Sciences

⁸ *EEC Electives (take 18 credit hours)*

Select from the following list. Students can use up to 3 hours of BIO 444 or BIO 492 or BIO 493 or ALS 498/499 (must complete both) toward EEC Electives.

* indicates that this course also serves as a Plant Co-requisite ¹⁰

AEC 400 Applied Ecology
BCH 451 Principles of Biochemistry
BIO 267 Research in the Life Sciences I: Research Skills
BIO 315 General Parasitology
BIO 317 Primate Ecology and Evolution
BIO 333 Captive Animal Biology
BIO 350 Animal Phylogeny and Diversity
BIO/FW 353 Wildlife Management

BIO 402 Invertebrate Biology
BIO 410 Introduction to Animal Behavior
AEC 419 Limnology
AEC 420 Introduction to Fisheries Science
BIO 440 The Human Animal: An Evolutionary Perspective
AEC 441 Biology of Fishes
AEC 442 Biology of Fishes Laboratory
BIO 485 Capstone Course in Ecology, Evolution, and Conservation Biology
BMA 567 Modeling of Biological Systems
COM 436 Environmental Communication
CS 230 Introduction to Agroecology*
CS 430 Advanced Agroecology*
ENT/BIO 425 General Entomology
ENT/ZO 502 Insect Diversity
ENT/ZO 509 Biology of Aquatic Insects
ENT 520 Insect Behavior
FW 444 or ZO 544 Mammalogy
GIS 410 OR 510 Introduction to Geographic Information Systems
GIS 530 Principles of Geospatial Information Science
GIS 550 Geospatial Data Structures and Web Services

GN 423 Population, Quantitative and Evolutionary Genetics
MA 242 Calculus III
MA 440 Game Theory
MB 451 Microbial Diversity
MB 452 Microbial Diversity Lab
MEA/BIO 220 Marine Biology
PB 250 Plant Biology*
PB 403 Systematic Botany*
PB 565 Plant Community Ecology*
PP 222 Kingdom of Fungi*
SSC 361 Role of Soils in Environmental Management
SSC 470 Wetland Soils
SSC 562 Environmental Applications Of Soil Science
AEC 501 Ornithology
ZO 542 Herpetology

⁹ *Organismal Biology Elective (take 3 credit hours)*

* indicates that this course also serves as a Plant Co-requisite ¹⁰

BIO 315 General Parasitology
BIO 350 Animal Phylogeny and Diversity
BIO 402 Invertebrate Biology
BIO/ENT 425 General Entomology
AEC 441 Biology of Fishes
AEC 442 Biology of Fishes Laboratory
FOR 339 Dendrology*
MB 351 General Microbiology
MB 352 OR 354 General Microbiology Laboratory
PB 220 Local Flora*
PB 222 Kingdom of Fungi*
PB 250 Plant Biology*
PB 403 Systematic Botany*
PB 405 Wetland Flora*
ZO 501 Ornithology
ZO 542 Herpetology
ZO 544 Mammalogy

¹⁰ *Plant Co-Requirement (take one course)*

At least one course must be taken from the following list. This course can also be used to meet one other requirement in the major (e.g., the Physiology Requirement², a Free Elective³, an EEC Elective⁸, or the Organismal Biology Elective⁹).

CS 230 Introduction to Agroecology
CS 430 Advanced Agroecology
FOR 339 Dendrology
PB 220 Local Flora
PB 222 Kingdom of Fungi
PB 250 Plant Biology
PB 321 Introduction to Whole Plant Physiology
PB 403 Systematic Botany
PB 405 Wetland Flora
PB 565 Plant Community Ecology

***General Education Program (GEP) requirements and GEP Footnotes:**

To complete the requirements for graduation and the General Education Program, the following category credit hours and co-requisites must be satisfied. University approved GEP course lists for each of the following categories can be found at <http://ucc.dasa.ncsu.edu/general-education-program/>.

Introduction to Writing: ENG 101 (4 credit hours with a C- or better) *Must be taken during the first year.*

Mathematical Sciences (6 credit hours – one course with MA or ST prefix)

In EEC, this GEP requirement is met through the Major course requirements.

Natural Sciences (7 credit hours – include one laboratory course or course with a lab)

In EEC, this GEP requirement is met through the Major course requirements.

Humanities (6 credit hours selected from two different disciplines/course prefixes)

Choose from the University approved GEP Humanities course list. Some courses on this list will also meet the U.S. Diversity or Global Knowledge co-requisites.

Social Sciences (6 credit hours selected from two different disciplines/course prefixes)

Choose from the University approved GEP Social Sciences course list. Some courses on this list will also meet the U.S. Diversity or Global Knowledge co-requisites.

Health & Exercise Studies (2 credit hours – at least one 100-level Fitness and Wellness Course)

Choose from the University approved GEP Physical Education/Healthy Living course list.

Additional Breadth - (3 credit hours)

Choose from the University approved GEP Humanities course list or the GEP Social Sciences course list or the GEP Visual & Performing Arts course list. Some courses on this list will also meet the U.S. Diversity or Global Knowledge co-requisites.

Interdisciplinary Perspectives (5 credit hours)

In EEC, this GEP requirement is met through Major course requirements.

The following **Co-Requisites** must be satisfied to complete the General Education Program requirements:

U.S. Diversity (USD)

Choose from the University approved GEP U.S. Diversity course list or choose a course identified on the approved GEP course lists as meeting the U.S. Diversity (USD) co-requisite.

Global Knowledge (GK)

Choose from the University approved GEP Global Knowledge course list or choose a course identified on the approved GEP course lists as meeting the Global Knowledge (GK) co-requisite.

Foreign Language proficiency - Proficiency at the FL_102 level is required for graduation.

Marine Sciences (BS): Physics (17MARSCBS-17MARSCPHY)

Semester Display Effective Date: 7.2011

FRESHMAN YEAR

Fall Semester	Credit		Spring Semester	Credit
ENG 101 Academic Writing & Research ^{1,4,H}	4		CH 201 Chemistry – Quant Sci ^{1,B}	3
CH 101 Chemistry- Molecular Sci ^{1,B}	3		CH 202 Quant Chemistry Lab ³	1
CH 102 General Chemistry Lab ^{3,B}	1		MA 241 Calculus II ^{1,A}	4
MA 141 Calculus I ^{1,A}	4		MEA 100 Earth System Science ^{2,7}	4
COS 100 Perspectives on Learning ⁵	1		PY 202 University Physics II ^{1,6}	4
PY 201 University Physics I ^{1,6}	4			
	17			16

SOPHOMORE YEAR

Fall Semester	Credit		Spring Semester	Credit
MA 242 Calculus III ³	4		Computer Science Option ^{3,8}	3
MEA 200 Intro to Oceanography ²	3		GEP Humanities Reqt. ^C	3
MEA 210 Oceanography Lab ²	1		MA 341 Applied Differential Eqns I ³	3
PY 203 University Physics III ^{1,6}	4		MEA 250 Intro to Coastal Environments ²	3
GEP Social Sciences Reqt. ^D	3		PY 411 Mechanics ²	3
	15			15

JUNIOR YEAR

Fall Semester	Credit		Spring Semester	Credit
GEP Interdisc. Persp. Reqt. ^G	3		MEA 462 Obser Method & Data Analysis ²	3
MA 401 Applied Differential Eqns II ³	3		MEA 467 Marine Meteorology ²	3
MEA 460 Physical Oceanography ²	3		PY 413 Thermal Physics ²	3
HES_*** Health & Exercise Studies Course ^E	1		ST 380 Prob & Stat for Phys Sci ³	3
PY 411 Mechanics ²	3		GEP Addtl. Breadth Reqt. ^F	3
	13			15

SUMMER SESSION

Summer Semester	Credit			

MEA 459 Coastal Processes ²	5		
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SENIOR YEAR

Fall Semester	Credit	Spring Semester	Credit
Advanced Writing Elective ¹⁰	3	MEA 464 Ocean Circulations Sys ²	3
GEP Social Sciences Reqt. ^D	3	PY 415 Electromagnetism II ²	3
HES_ *** Health & Exercise Studies Course ^E	1	GEP Humanities Requirement ^C	3
MEA 495 Senior Seminar	1	GEP Interdisc. Persp. Reqt. ^G	2-3
MEA 463 Fluid Physics ²	3	Technical Elective ^{2,9}	3
PY 414 Electromagnetism I ²	3		
	14		14-15

Minimum Credit Hours Required for Graduation*^{I,J,K}:

124

Major/Program Footnotes:

- Grade of C- or higher required in CH 101, 201; ENG 101; MA 141, 241; PY 201, 202, 203.
- No more than one D will be accepted in MEA core courses and concentration courses.
- No more than one D will be accepted in other basic math or science courses.
- ENG 101 will not be available for all students in fall of their freshman year. Students not enrolled in ENG 101 should register for this course the following fall, and substitute a GEP Social Sciences Requirement in their first semester.
- E 115 may substitute for COS 100.
- Students may substitute PY 205 for PY 201, PY 208 for PY 202, and PY 407 for PY 203. However, they must take the lab section of PY 203 if they elect to take PY 407.
- Majors should enroll in the honors lab section.
- CSC 112 or CSC 114.
- Technical Electives are courses at the 300 level or above in physical, mathematical, or biological sciences and in engineering.
- Advanced Writing Elective must be selected from ENG 331, ENG 332, and ENG 333. It satisfies the Communication in the Major Co-Requisite.

* General Education Program (GEP) requirements and GEP Footnotes:

To complete the requirements for graduation and the General Education Program, the following category credit hours and co-requisites must be satisfied. University approved GEP course lists for each of the following categories can be found at <http://oucc.dasa.ncsu.edu/general-education-program/>.

A. Mathematical Sciences (6 credit hours – one course with MA or ST prefix)

Choose from the University approved GEP Mathematical Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **MA 141, MA 241**

B. Natural Sciences (7 credit hours – include one laboratory course or course with a lab)

Choose from the University approved GEP Natural Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **CH 101, CH 102, CH 201**

C. Humanities (6 credit hours selected from two different disciplines/course prefixes)

Choose from the University approved GEP Humanities course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **none**

D. Social Sciences (6 credit hours selected from two different disciplines/course prefixes)

Choose from the University approved GEP Social Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **none**

E. Health & Exercise Studies (2 credit hours – at least one 100-level Fitness and Wellness Course)

Choose from the University approved GEP Health & Exercise Studies course list.

F. Additional Breadth - (3 credit hours to be selected from the following checked University approved GEP course lists)

X Humanities/Social Sciences/Visual and Performing Arts

G. Interdisciplinary Perspectives (5-6 credit hours)

Choose from the University approved GEP Interdisciplinary Perspectives course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: none

H. Introduction to Writing (4 credit hours satisfied by completing ENG 101 with a C- or better)

The following Co-Requisites must be satisfied to complete the General Education Program requirements:

I. U.S. Diversity (USD)

Choose from the University approved GEP U.S. Diversity course list or choose a course identified on the approved GEP course lists as meeting the U.S. Diversity (USD) co-requisite. The following course(s) completed as part of the Major requirements may fulfill this requirement: none

J. Global Knowledge (GK)

Choose from the University approved GEP Global Knowledge course list or choose a course identified on the approved GEP course lists as meeting the Global Knowledge (GK) co-requisite. The following course(s) completed as part of the Major requirements may fulfill this requirement: none

K. Foreign Language proficiency - Proficiency at the FL_102 level is required for graduation.

CED Courses Not Taught in Five Years

SUBJECT	CAT NBR	CAREER	CRSE ID	LAST OFFERED	GEP	COURSE TITLE	Drop Course by Dec 1, 2015
ECI	102	UGRD	006516	Spring 2011	N	Introduction to Middle Grades Education	drop per Carl Young - replaced by 100
ECI	205	UGRD	007023	Spring 2011	N	Introduction to Teaching Humanities and social Sciences	drop per Carl Young - replaced by 204
ECI	425	UGRD	006548	No offering on file with SIS	N	Methods and Materials in Teaching English as a Second Language	drop taught as FL 425
ECI	440	UGRD	006557	No offering on file with SIS	N	Internship in Teaching English as a Second Language	drop taught as FL 440
ED	102	UGRD	007006	Spring 2013	N	Freshman Teaching Fellows Forum II	drop per ASW 11/10/15
ED	202	UGRD	007018	Spring 2013	N	Sophomore Teaching Fellows Forum II	drop per ASW 11/10/15
ED	310	UGRD	007083	Summer I 2011	N	Tutoring Adolescents	drop per ASW 11/10/15
ED	605	UGRD	031450	No offering on file with SIS	N	Special Problems in Teaching	drop per ASW 11/10/15
EMS	101	UGRD	008223	Fall 2011	N	Orientation to Mathematics and Science Education	drop EMS drop per Allison McCulloch 11/9/15
EMS	102	UGRD	006516	Spring 2011	N	Introduction to Middle Grades Education	drop EMS drop per Allison McCulloch 11/9/15
EMS	203	UGRD	007019	Spring 2011	N	Introduction to Teaching Mathematics and Science	drop EMS drop per Allison McCulloch 11/9/15
GC	410	UGRD	010854	Fall 2011	N	Concepts of Desktop Publishing	drop was replaced by TDE 205/A.Clark.11/9/15



BAE 200: COMPUTER METHODS IN BIOLOGICAL ENGINEERING

Instructor: Dr. Mike Burchell

<http://www.bae.ncsu.edu/people/faculty/mrburche/>
<https://wolfware.ncsu.edu>

Class

Tuesday 10:15-11:05 a.m. - 158 Weaver Labs

Laboratory

Section 201: Thursday 10:15-12:05 p.m. - 144 D.S. Weaver Labs

Section 202: Thursday 1:30-3:20 p.m. - 144 D.S. Weaver Labs

Instructor: Dr. Mike Burchell
Office: 210 Weaver Labs Administration Bldg.
Phone: 919-513-7372
e-mail: mike_burchell@ncsu.edu
Office Hours: 9:00-10:00 a.m. Wed/Friday or by appointment.

TAs: Tiffany Messer and Anirudh Akula
Office: Messer: 115 Weaver Akula: 138 Weaver
e-mails: TiffanyLMesser@gmail.com aakula@ncsu.edu
Office Hours: Messer: Tues. 1-3 PM Akula: Mon. 5:30-6:30 PM

LEARNING OUTCOMES: Students develop computer-based problem solving techniques to solve introductory problems in Biological Engineering. Emphasis is on developing solution algorithms and implementing these with spreadsheets, and computer programming.

Specific objectives are for the students to:

1. List and apply the steps to solve real-world engineering problems
2. Clearly identify inputs and outputs required for solving engineering problems
3. Develop and test solution algorithms, initially by hand
4. Utilize sound computer programming techniques to implement solution algorithms that are more complex and/or require numerous inputs
5. Build a strong foundation in the utilization of MATLAB and Microsoft Excel for problem solving,

data analysis, and graphical representation of results. These skills will be used in future engineering courses and during their post-baccalaureate engineering career

TEXTBOOKS, LAPTOPS and SOFTWARE:

Required textbook:

Computer Methods for Biological Engineering - BAE 200. 2010. ISBN: 9781121004115. Copies available at the NCSU Bookstore.

An on-line and downloadable version is available for \$56 (ISBN:9781121021013). Please see the **McGraw-Hill website** (<https://create.mheducation.com/shop/>) to download the e-book. You may be able to go directly the book here:

<https://create.mheducation.com/shop/#/catalog/details/?isbn=9781121021013>

This e-book can be saved to your computer for you to keep, and can be accessed with their on-line viewer for 10 months from time of purchase.

Laboratory handouts and in-class materials for all portions of the class will be provided on-line at least one-day prior and should be printed out by the students **BEFORE class**.

Laptop computers will be required for most class sessions to allow for hands-on instruction. Computers located in Weaver will be used for laboratory sessions. **It is best for you to use the computer lab to complete homework assignments to avoid problems with your personal computer.**

The student version of **MATLAB** should be installed on your personal computers free-of-cost before the first MATLAB class. Go to <http://www.eos.ncsu.edu/software/>. From there, you will need to select the download button on the web page. MATLAB (student version) should be one of the choices of software products you can download. The download page should have instructions on how to install from there.

Students should also have **Excel 2010 or Excel 2013** installed on their laptops prior to class.

Policies and Procedures:

1. Communication. All students must have access to the Eos/Engineering computing system. I will communicate with the class through email and will be using whatever email address you have on file with registration and records. Please make your unity email account your "official" university account. To change the account listed by registration and records you can call 5-2572 and request a change. It is your responsibility to make sure the University has your correct e-mail address and that your account is working and can accept e-mail. If you have problems with a University email account you should contact ITECS help desk 200 Page Hall (5-2458, eoshelp@ncsu.edu).

2. Class and Lab Attendance: Attendance is required for both the class and laboratory. Your attendance average (lecture+lab) will contribute to 10% of your final grade. 32 maximum points are possible. Deductions are 1 point per missed lecture session and 4 points per missed laboratory section. In all cases, try to contact the instructor prior to the absence if possible. Excused absences are defined in NCSU's attendance policy:

http://www.ncsu.edu/policies/academic_affairs/pols_regs/REG205.00.4.php.

3. Accommodations for Disabilities:

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, student must register with the Disability Services Office (<http://www.ncsu.edu/dso>) located at 1900 Student Health Center, Campus Box 7509, 515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation at http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php.

4. Homework is required. There will be approximately one homework/laboratory per week. Each assignment will be graded. **Homework is due on Tuesdays at 5 pm unless otherwise stated.** Late homework will be accepted up until 72 hours with a daily (24 hr) penalty of 10%. After this deadline, the assignment will be graded a ZERO.

5. Tests and Final Exam: There will be three tests and a final exam. The first two tests will cover material presented since the previous test. The third test will be a laboratory practical consisting of programming exercises. The final exam is comprehensive and students can contract to use the final exam to substitute for the lowest score of the first two tests. They must submit their intentions prior to the final exam.

Tests or final exam missed without an approved absence as defined by NCSU's attendance policy (http://www.ncsu.edu/policies/academic_affairs/pols_regs/REG205.00.4.php) will be dealt with individually. Please contact the instructor ASAP if you foresee a conflict. If the absence is approved, the student will be given a make-up exam at a time to be determined.

If a student misses an exam or final without a valid excuse, a zero will be awarded.

6. The Final Grade will be computed as follows:

Attendance and in-class activities:	10%
Homework and lab assignments:	25%
Tests (3):	45%
Final Exam (Comprehensive):	20%

7. Final Letter Grades: Final letter grades will be assigned as follows:

Range	Grade	Range	Grade	Range	Grade
97<Average<=100	A+	93<Average<97	A	90<Average<93	A-
87<Average<90	B+	83<Average<87	B	80<Average<83	B-
77<Average<80	C+	73<Average<77	C	70<Average<73	C-
67<Average<70	D+	63<Average<67	D	60<Average<63	D-
				Below 60	F

Policy regarding incomplete (IN) grades can be found at:

http://www.ncsu.edu/policies/academic_affairs/grades_undergrad/REG02.50.3.php

8. ACADEMIC HONESTY AND INTEGRITY:

Students are required to comply with the university policy on academic integrity found in the Code of Student Conduct found at

http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php

Students will be encouraged to work closely together during in-class activities. Students may also reasonably confer with each other during homework assignments. However, when submitted, all outside-class assignments are assumed to represent individual work and the honor pledge must be upheld. If submissions appear duplicated in any way, at a minimum, the first violation will result in loss of credit for the entire assignment.

Cheating during in-class tests will be strictly monitored. By nature of using laptops it may seem more alluring to hide information and code for use during the test. The tests will be closely proctored. Any student caught attempting to cheat in this manner will be dealt with as recommended by the NCSU Code, so **consider this your warning**.

9. Non-Discrimination Policy:

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at http://www.ncsu.edu/policies/campus_environ or http://www.ncsu.edu/equal_op. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 515-3148.

10. Supporting Fellow Students in Distress:

As members of the NC State Wolfpack community, we each share a personal responsibility to express concern for one another and to ensure that this classroom and the campus as a whole remains a safe environment for learning. Occasionally, you may come across a fellow classmate whose personal behavior concerns or worries you. When this is the case, I would encourage you to report this behavior to the NC State Students of Concern website: <http://studentsofconcern.ncsu.edu/>. Although you can report anonymously, it is preferred that you share your contact information so they can follow-up with you personally.

11. Instructor Evaluation: It is important for you to evaluate the instructor and the course. Based on your constructive feedback, I can improve the course as well as my teaching style. Online class evaluations will be available for students to complete during the last two weeks of class. Students will receive an email message directing them to a website where they can login using their Unity ID and complete evaluations. All evaluations are confidential; instructors will never know how any one student responded to any question, and students will never know the ratings for any particular instructors.

Evaluation website: <https://classeval.ncsu.edu>

Student help desk: classeval@ncsu.edu

More information about ClassEval: <http://www.ncsu.edu/UPA/classeval/>

Schedule BAE 200 - Computer Methods in Biological Engineering

WEEK 1

Laboratory meeting – Course Introduction

WEEK 2

Lecture - Introduction to Engineering Problem Solving: Approaches, Rules, and Tools

Laboratory - Engineering Problem Solving - BAE focus Area Water Resources

Reading – Chapter 1

WEEK 3

Lecture - Introduction to MATLAB environment

Laboratory - MATLAB exercises for solving simple engineering problems

Reading – Chapter 2

WEEK 4

Lecture - MATLAB - Built-in functions, relational and logical operators, if, else, elseif statements

Laboratory - MATLAB lab exercises for relational and logical operators, if, else, elseif statements, and plotting

WEEK 5

Lecture - MATLAB - Indexing and looping (for and while loops)

Laboratory - MATLAB programming using loops (reference plotting)

Reading – Chapter 3

WEEK 6

Lecture - MATLAB matrices and solving simultaneous equations

Laboratory Exercises - MATLAB matrix computations, solving simultaneous equations, and interpolation

Reading – Chapter 4

WEEK 7

Lecture - MATLAB User Defined Functions. Combining for loops and conditional statements (Test 1 Review)

Laboratory - Programs that combine for and if statements. Creating User Defined Functions (Test 1 Review)

WEEK 8

Lecture - TEST 1

NO LAB - FALL BREAK

WEEK 9

Lecture - Introduction to Excel

Laboratory - Excel: Using the ribbon, formatting, named cells, manipulating data, plotting data, printing

Reading – Chapter 5

WEEK 10

Lecture - Excel Functions, logical operators, and interpolation

Laboratory - Using Excel functions, operators, and plotting

Reading – Chapter 6

WEEK 11

Lecture - Guest Lecturers - Dr. Tom Whitaker and Mr. Andy Slate. Sampling methods and data analysis (statistics) used in determining Aflatoxin contamination of agricultural commodities

Laboratory - Guest Instructor - Mr. Andy Slate - Aflatoxin sampling exercises and statistical analysis of data in Excel

WEEK 12

Lecture - Guest Lecturer - Dr. Linguan Wang- Air quality concerns of particulate matter from poultry houses

Laboratory - Log-normal distributions used in Excel to determine air quality particle size distributions

WEEK 13

Lecture - Guest Lecturer -Dr. Grant Ellington - Agricultural machinery - Traction and Drawbar Power

Laboratory - Solving equations and iterative solutions for traction and tractor drawbar power with Excel (Test 2 Review)

Reading – Chapter 7

WEEK 14

Lecture - TEST 2 - Excel

Laboratory - Excel tables, pivot tables, and pivot charts

WEEK 15

Lecture - Excel Solver

Laboratory - NO LAB - THANKSGIVING BREAK

WEEK 16

Lecture - Power programming in Excel

Laboratory - LAB PRACTICAL EXAM - Programming with MATLAB and Excel

WEEK 17

FINAL EXAM

NC STATE UNIVERSITY

College of Agriculture and Life Sciences
Campus Box 7642 / 111 Patterson Hall
Raleigh, NC 27695-7642

College of Sciences
Campus Box 8201 / 116 Cox Hall
Raleigh, NC 27695-8201

TO: Office of the Dean for Academic and Student Affairs
FROM: Jane Lubischer, Director of the Life Sciences First Year Program
RE: Request to establish a subplan for LSFY students who intend to pursue the new B.A. in biology degree option
DATE: 5 November 2015

Proposed effective date: 1 January 2016

Proposed changes and justification

We propose to establish a curriculum code for students entering the Life Sciences First Year Program who intend to major in the new Bachelor of Arts degree in Biological Sciences. All students who enter NC State in the LSFY Program have a sub-plan that indicates their intended major. With recent approval of the new B.A. degree, we ask that a sub-plan be created for students who are admitted into LSFY with the B.A. as their intended major. We ask that the listing be clearly distinct from the B.S. in Biological Sciences.

Program	Plan	Sub-Plan	Abbreviated name (assuming 30 character limit)
Sciences	17LSFY	17BAI	B.A. in Biology Intended

SIGNATURES:

 11-8-15
Director, Life Sciences First Year Program Date

 12/4/15
Chair, CALS Curriculum Committee Date

 12/4/15
CALs Dean Date

Chair, University Courses & Curricula Committee Date

Dean, Academic and Student Affairs Date

 12/2/15
Chair, Sciences Curriculum Committee Date

 12/8/2015
Sciences Dean Date

PROPOSED EFFECTIVE DATE: 1 January 2016

APPROVED EFFECTIVE DATE: _____

NC STATE UNIVERSITY

College of Agriculture and Life Sciences
Campus Box 7642 / 111 Patterson Hall
Raleigh, NC 27695-7642

College of Sciences
Campus Box 8201 / 116 Cox Hall
Raleigh, NC 27695-8201

TO: Office of the Dean for Academic and Student Affairs
FROM: Jane Lubischer, Director of the Life Sciences First Year
RE: Request to revise LSFY curriculum footnotes (11LSFY and 17LSFY)
DATE: 5 November 2015

Proposed effective date: 1 January 2016

Proposed changes and justification

The proposed changes are driven by (1) the creation of a new Bachelor of Arts degree in biology, (2) recent changes in chemistry course numbers, and (3) curriculum revisions in Plant Biology.

These changes impact only the footnotes and are indicated in the attached with strike through showing deletions and highlighting showing additions.


SIGNATURES:

 11-22-15

Director, Life Sciences First Year Program Date

 12/4/15

Chair, CALS Curriculum Committee Date

 12/4/15

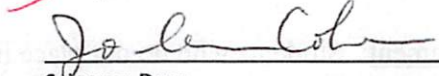
CALs Dean Date

Chair, University Courses & Curricula Committee Date

Dean, Academic and Student Affairs Date

 12/1/15

Chair, Sciences Curriculum Committee Date

 12/18/2015

Sciences Dean Date

PROPOSED EFFECTIVE DATE: 1 January 2016

APPROVED EFFECTIVE DATE: _____

<i>First Semester Courses</i>	<i>Credits</i>	<i>Second Semester Courses</i>	<i>Credits</i>
LSC 101 Critical Creative Thinking Life Sci	2	⁴ ENG 101	4
¹ LSC 103 Exploring Opportunities in Life Sci	1	BIO 183 Intro Bio: Cell & Molecular	4
BIO 181 Intro Bio: Ecol, Evol, Biodiversity	4	² Chemistry	4
² CH 101 Chemistry-A Molecular Sci.	3	³ Calculus	3-4
² CH 102 General Chemistry Lab	1		
³ Calculus	3-4		
⁴ GEP Health & Exercise Requirement	1		
	<i>Total: 15-16</i>		<i>Total: 15-16</i>

Footnotes:

GENERAL NOTES

- Students entering NC State with credit for college courses will work with an advisor to determine appropriate course choices based on their interests and program requirements.
- All students are required to take online placement exams in chemistry and math before they finalize their first-semester schedules.
- Minimum requirements to be eligible for any degree program in the life sciences are C- or better grades in LSC 101, BIO 181, BIO 183, CH 101 or 103, and ENG 101. An overall GPA of 2.0 or better is required for continued enrollment at NC State.

¹*Exploring Opportunities in the Life Sciences (—103)*

Most LSFY students will take LSC 103, which allows them to explore a variety of degree programs at NC State. Some students may instead ~~Students can~~ choose a section that explores a single area within the life sciences in more depth -- examples include BCH 103, MB 103, and PB 103. ~~—or students can choose a section (LSC 103) that will allow them to explore a wider variety of degree programs within the life sciences.~~ All sections of 103 will also address transition issues common to many first-semester college students as well as resources and opportunities available at NC State.

²*Chemistry*

- **Chemistry Placement:** Students who do not place into CH 101 or a more advanced chemistry should try to complete preparatory coursework (CH 111 or equivalent) in the summer **prior to their freshman year.**
- **First Semester:** Life science students take CH 101 and CH 102 to start their required coursework in chemistry, but those interested in pursuing chemistry, biochemistry, or chemical engineering **will want to consider CH 103 and CH 104** instead ~~will want to select the appropriate section of CH 101~~ – these students should consult with an advisor to select the appropriate **chemistry course.**
- **Second Semester:** Students should work with their advisor and/or the Undergraduate Coordinator(s) in their major(s) of interest to decide on the appropriate chemistry course to take during their second semester. Some will want to take quantitative chemistry (CH 201/202) and some will want to start organic chemistry. Degree programs in the life sciences at NC State typically require two semesters of organic chemistry (CH 221/222 and CH 223/224), but there are exceptions. The following require only one semester of organic chemistry (CH 220 or CH

221/222): the B.A. in Biology, Environmental Sciences, ~~and~~ Marine Science Biological Oceanography, and Plant Biology. NOTE: CH 220 is not a replacement for CH 221 and does not serve as a pre-requisite for CH 223.

³Calculus

Most NC State majors in life sciences require MA 131 and MA 231, but some students (particularly those interested in Biochemistry and some aspects of Environmental Science) may wish to pursue the three semester sequence instead (MA 141, MA 241, and MA 242).

~~Two~~ **Three** life science majors (the B.A. in Biology, Nutrition Science, and Plant Biology) and some related majors require only one semester of calculus, and therefore accept MA 121 in place of MA 131. However, MA 121 cannot be used as a prerequisite for MA 231, so you should not take that option unless you are absolutely sure you will not want or need to take a second semester of calculus.

Students who decide not to take a second semester of calculus should work with their advisor and/or the Undergraduate Coordinator(s) in their major(s) of interest to decide on an appropriate course to take during their second semester instead of calculus.

*Students who place into a pre-calculus course should try to complete preparatory coursework (MA 107 or equivalent) in the summer **prior to their freshman year**.

⁴ENG 101 and the General Education Program (GEP)

All NC State students take 39 credit hours as part of the General Education Program (GEP). For students in the life sciences, 15 of these credit hours are met by major requirements. The remaining 24 GEP credit hours include ENG 101, which can be taken either the first or second semester of the first year. Any students taking an additional GEP Elective in the first year are encouraged to explore First Year Inquiry courses (<https://fyi.dasa.ncsu.edu/for-students/courses/>) and the GEP course lists (<https://oucc.dasa.ncsu.edu/general-education-program-gep/gep-course-lists-2/>) for Humanities or Social Sciences or Interdisciplinary Perspectives for courses of interest.

General Education Program (GEP) requirements and GEP Footnotes:

To complete the requirements for graduation and the General Education Program, the following category credit hours and co-requisites must be satisfied. University approved GEP course lists for each of the following categories can be found at

<https://oucc.dasa.ncsu.edu/general-education-program-gep/gep-course-lists-2/>.

Introduction to Writing: ENG 101 (4 credit hours with a C- or better)

*Some students will enroll in ENG 101 in the fall semester of Freshman year and others (including most LSFY students) will enroll in ENG 101 in the spring semester of Freshman year. During the semester that does not include ENG 101, students are encouraged to take a GEP Interdisciplinary Perspectives or Humanities or Social Science Elective and a **Health and Exercise Studies** PE/Healthy Living course.*

Mathematical Sciences (6 credit hours – one course with MA or ST prefix)

In all life sciences curricula, this GEP requirement is met through the Major course requirements.

Natural Sciences (7 credit hours – include one laboratory course or course with a lab)

In all life sciences curricula, this GEP requirement is met through the Major course requirements.

Humanities (6 credit hours selected from two different disciplines/course prefixes)

Choose from the University approved GEP Humanities course list. Some courses on this list will also meet the U.S. Diversity or Global Knowledge co-requisites.

Social Sciences (6 credit hours selected from two different disciplines/course prefixes)

Choose from the University approved GEP Social Sciences course list. Some courses on this list will also meet the U.S. Diversity or Global Knowledge co-requisites.

Health and Exercise Studies-Physical Education/Healthy Living (2 credit hours – at least one 100-level Fitness and Wellness Course) *Choose from the University approved GEP Physical Education/Healthy Living course list.*

Additional Breadth (3 credit hours)

Choose from the University approved GEP Humanities course list or the GEP Social Sciences course list or the GEP Visual & Performing Arts course list. Some courses on this list will also meet the U.S. Diversity or Global Knowledge co-requisites.

Interdisciplinary Perspectives (5 credit hours)

Two credit hours of this GEP requirement are met by LSC 101. For the remaining 3 credit hours required, choose from the University approved GEP Interdisciplinary Perspectives course list. Some courses on this list will also meet the U.S. Diversity or Global Knowledge co-requisites.

The following **Co-Requisites** must be satisfied to complete the General Education Program requirements:

U.S. Diversity (USD)

Choose from the University approved GEP U.S. Diversity course list or choose a course identified on the approved GEP course lists as meeting the U.S. Diversity (USD) co-requisite.

Global Knowledge (GK)

Choose from the University approved GEP Global Knowledge course list or choose a course identified on the approved GEP course lists as meeting the Global Knowledge (GK) co-requisite.

Foreign Language proficiency - Proficiency at the FL_102 level is required for graduation.

Campus Box 7642
111 Patterson Hall
Raleigh, NC 27695-7642

P: 919.515.2614

November 30, 2015

MEMORANDUM

TO: Dr. Barbara Kirby, Associate Vice Provost
Division of Academic and Student Affairs

FROM: Sam Pardue, Associate Dean & Director
CALs Academic Programs

RE: Minor Curriculum Actions for 8 Semester Displays in Agricultural Education, Extension Education, and Plant and Soil Sciences

The College of Agriculture and Life Sciences Academic Programs office requests the following revisions to be made in the 8-semester displays referenced below:

1. In the Agricultural Education (BS): Natural Resources (11AGEDNRS) 8-semester display, we request swapping FW 221 and FOR 252 so that FW 221 will sit in the Sophomore Fall semester and FOR 252 will sit in the Sophomore Spring semester.
2. In the Extension Education (BS): Youth Leadership Development (11EXTEDAEY) 8-semester display, we request swapping EDP 370 and AEE 323 so that EDP 370 sits in the Sophomore Spring semester and AEE 323 sits in the Junior Fall semester.
3. In the Plant and Soil Sciences (BS): Agroecology (11PSSPAE) 8-semester display, we request SSC 428 be moved to the Sophomore Spring semester and credit hours be adjusted accordingly (1 less in Junior Fall and 1 additional possible credit hour in Sophomore Spring).

Justification:

These changes have been initiated at the request of Dr. Barbara Kirby and DASA, so as to ensure that all courses on the 8 semester displays are recommended for semesters according to the course offerings currently on record.

Proposed Effective Date: January 2016

Approved Effective Date:

SIGNATURE PAGE

COURSE ACTION for Changes to 8 Semester Displays

Recommended By:

Samuel L. Pambue

Head, Department/Program

12/4/15

Date

Recommended By:

Melissa Merrill

Chair, College Curriculum Committee

12/4/15

Date

Endorsed By:

Samuel L. Pambue

College Dean

12/4/15

Date

Approved By:

Chair, University Courses & Curricula Committee

Date

Chair, Council on Undergraduate Education

Date

Dean, Division of Academic and Student Affairs (DASA)

Date

REV

Agricultural Education (BS): Natural Resources (11AGEDBS-11AGEDNRS)

Semester Display Effective Date: 7.2010

FRESHMAN YEAR				
Fall Semester	Credit		Spring Semester	Credit
AEE 101 Intro to CTE ⁵	1		AEE 226 Comp. Appl. & Info Technology ⁵	3
AEE 103 Foundations of AEE ¹	1		ANS 150 Intro to Animal Science	3
BIO 181 Introductory Biology ECO /DIV ^B	4		ANS 151 Intro to Animal Science Lab	1
COM 110 Public Speaking	3		BIO 183 Introductory Biology-Cell/Molecular ^B	4
ENG 101 Academic Writing and Research ^H	4		GEP Mathematical Sci. Elective ^A	3
GEP Mathematical Sci. Elective ^A	3		HES_*** Health & Exercise Studies Course ^E	1
HES_*** Health & Exercise Studies Course ^E	1			
	17			15

SOPHOMORE YEAR				
Fall Semester	Credit		Spring Semester	Credit
AEE 206 Intro to Teaching Agriculture ⁵	3		CH 101 Chemistry—A Molecular Sci. ^B	3
CS 230 Intro to Agroecology	3		CH 102 General Chemistry Lab ^B	1
AES 201 Shop Processes & Management or			FOR 252 Intro to Forestry	3
TDE 110 Materials and Processes Technology	3-4		SSC 185 Land & Life	3
FW 221 Conservation of Natural Resources	3		Natural Sci. Elective - Addit. Breadth Elective ^F	3
Economics Elective ²	3		Social Science Elective ^D	3
	15-16			16

JUNIOR YEAR				
Fall Semester	Credit		Spring Semester	Credit
AEE 322 Experiential Learning in Agriculture ⁵	3		AEE 303, Admin and Supervision of Student Org. ⁵	3
ARE 336 Intro to Resource & Environ. Econ	3		AEE 326 Teaching Diverse Learners in Agric. ⁵	3
EDP 304 Educational Psychology ⁵	3		ED 311 Classroom Assessment ⁵	2
SSC 200 Soil Science	3		ED 312 Classroom Assessment Lab ⁵	1
SSC 201 Soil Science Lab	1		ELP 344 School and Society ⁵	3
Interdis.. Persp. GEP Elective ^G	3		GEP Humanities Elective ^C	3
	16		Agriculture Electives ³	3
				18

SENIOR YEAR			
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Fall Semester	Credit	Spring Semester	Credit
AEE 327 Conducting Summer Programs in AED	1	AEE 424 Planning Agricultural Educ. Programs ⁵	3
AEE 426 Methods of Teaching Agriculture ⁵	3	AEE 427 Student Teaching in Agriculture ⁵	8
FW 353 Fish & Wildlife Mgmt.	3	AEE 490 Seminar in AEE	1
GEP Humanities Elective ^C	3		
Interdisc. Persp. GEP Elective ^G	2		12
Free Electives ⁴	4-5		
	16-17		

Minimum Credit Hours Required for Graduation*^{L,J,K}:

126

Major/Program Footnotes:

- 1 Incoming freshmen complete AEE 103. Transfer students may complete ALS 103 or ALS 303.
- 2 Select from ARE 201, EC 201, or EC 205. Satisfies 3 credit hours of the Social Science GEP requirement.
- 3 Select from Group C electives in Agriculture or ARE courses.
- 4 Total hours of free electives vary in order to allow the minimum hours required for the degree to equal 126 credit hrs.
- 5 A minimum grade of C- is required for graduation. A minimum grade of C is required for teacher licensure.

*** General Education Program (GEP) requirements and GEP Footnotes:**

To complete the requirements for graduation and the General Education Program, the following category credit hours and co-requisites must be satisfied. University approved GEP course lists for each of the following categories can be found at <http://oucc.dasa.ncsu.edu/general-education-program/>.

A. Mathematical Sciences (6 credit hours – one course with MA or ST prefix)

Choose from the University approved GEP Mathematical Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **none**

B. Natural Sciences (7 credit hours – include one laboratory course or course with a lab)

Choose from the University approved GEP Natural Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **BIO 181, BIO 183, CH 101, CH 102**

C. Humanities (6 credit hours selected from two different disciplines/course prefixes)

Choose from the University approved GEP Humanities course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **none**. Some of the courses in this category will fulfill the US Diversity & Global Knowledge co-requisites.

D. Social Sciences (6 credit hours selected from two different disciplines/course prefixes)

Choose from the University approved GEP Social Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **ARE 201 or EC 201, or EC 205** Some courses in this category will fulfill the US Diversity & Global Knowledge co-requisite.

E. Health & Exercise Studies (2 credit hours – at least one 100-level Health & Exercise Studies Course)

Choose from the University approved GEP Health & Exercise Studies course list.

F. Additional Breadth - (3 credit hours to be selected from the following checked University approved GEP course lists)

Humanities/Social Sciences/Visual and Performing Arts or Mathematical Sciences/Natural Sciences/Engineering

G. Interdisciplinary Perspectives (5-6 credit hours)

Choose from the University approved GEP Interdisciplinary Perspectives course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **none**.

H. Introduction to Writing (4 credit hours satisfied by completing ENG 101 with a C- or better)

The following Co-Requisites must be satisfied to complete the General Education Program requirements:

I. U.S. Diversity (USD)

Choose from the University approved GEP U.S. Diversity course list or choose a course identified on the approved GEP course lists as meeting the U.S. Diversity (USD) co-requisite. The following course(s) completed as part of the Major requirements may fulfill this requirement: **none**

J. Global Knowledge (GK)

Choose from the University approved GEP Global Knowledge course list or choose a course identified on the approved GEP course lists as meeting the Global Knowledge (GK) co-requisite. The following course(s) completed as part of the Major

requirements may fulfill this requirement: none

K. Foreign Language proficiency - Proficiency at the FL_102 level is required for graduation.

Agricultural Education (BS): Natural Resources (11AGEDBS-11AGEDNRS)

Semester Display Effective Date: 7.2010

FRESHMAN YEAR				
Fall Semester	Credit		Spring Semester	Credit
AEE 101 Intro to CTE ⁵ AEE 103 Foundations of AEE ¹ BIO 181 Introductory Biology ECO /DIV ^B COM 110 Public Speaking ENG 101 Academic Writing and Research ^H GEP Mathematical Sci. Elective ^A HES_*** Health & Exercise Studies Course ^E	1 1 4 3 4 3 1		AEE 226 Comp. Appl. & Info Technology ⁵ ANS 150 Intro to Animal Science ANS 151 Intro to Animal Science Lab BIO 183 Introductory Biology-Cell/Molecular ^B GEP Mathematical Sci. Elective ^A HES_*** Health & Exercise Studies Course ^E	3 3 1 4 3 1
	17			15
SOPHOMORE YEAR				
Fall Semester	Credit		Spring Semester	Credit
AEE 206 Intro to Teaching Agriculture ⁵ CS 230 Intro to Agroecology AES 201 Shop Processes & Management or TDE 110 Materials and Processes Technology FOR 252 Intro to Forestry Economics Elective ²	3 3 3-4 3 3		CH 101 Chemistry—A Molecular Sci. ^B CH 102 General Chemistry Lab ^B FW 221 Conservation of Natural Resources SSC 185 Land & Life Natural Sci. Elective - Addit. Breadth Elective ^F Social Science Elective ^D	3 1 3 3 3 3
	15-16			16
JUNIOR YEAR				
Fall Semester	Credit		Spring Semester	Credit
AEE 322 Experiential Learning in Agriculture ⁵ ARE 336 Intro to Resource & Environ. Econ EDP 304 Educational Psychology ⁵ SSC 200 Soil Science SSC 201 Soil Science Lab Interdis.. Persp. GEP Elective ^G	3 3 3 3 1 3		AEE 303, Admin and Supervision of Student Org. ⁵ AEE 326 Teaching Diverse Learners in Agric. ⁵ ED 311 Classroom Assessment ⁵ ED 312 Classroom Assessment Lab ⁵ ELP 344 School and Society ⁵ GEP Humanities Elective ^C Agriculture Electives ³	3 3 2 1 3 3 3
	16			18
SENIOR YEAR				

Fall Semester	Credit	Spring Semester	Credit
AEE 327 Conducting Summer Programs in AED	1	AEE 424 Planning Agricultural Educ. Programs ⁵	3
AEE 426 Methods of Teaching Agriculture ⁵	3	AEE 427 Student Teaching in Agriculture ⁵	8
FW 353 Fish & Wildlife Mgmt.	3	AEE 490 Seminar in AEE	1
GEP Humanities Elective ^c	3		
Interdisc. Persp. GEP Elective ^g	2		12
Free Electives ⁴	4-5		
	16-17		

Minimum Credit Hours Required for Graduation*^{I,J,K}: 126

Major/Program Footnotes:

- 1 Incoming freshmen complete AEE 103. Transfer students may complete ALS 103 or ALS 303.
- 2 Select from ARE 201, EC 201, or EC 205. Satisfies 3 credit hours of the Social Science GEP requirement.
- 3 Select from Group C electives in Agriculture or ARE courses.
- 4 Total hours of free electives vary in order to allow the minimum hours required for the degree to equal 126 credit hrs.
- 5 A minimum grade of C- is required for graduation. A minimum grade of C is required for teacher licensure.

*** General Education Program (GEP) requirements and GEP Footnotes:**

To complete the requirements for graduation and the General Education Program, the following category credit hours and co-requisites must be satisfied. University approved GEP course lists for each of the following categories can be found at <http://oucc.dasa.ncsu.edu/general-education-program/>.

A. Mathematical Sciences (6 credit hours – one course with MA or ST prefix)

Choose from the University approved GEP Mathematical Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **none**

B. Natural Sciences (7 credit hours – include one laboratory course or course with a lab)

Choose from the University approved GEP Natural Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **BIO 181, BIO 183, CH 101, CH 102**

C. Humanities (6 credit hours selected from two different disciplines/course prefixes)

Choose from the University approved GEP Humanities course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **none**. Some of the courses in this category will fulfill the US Diversity & Global Knowledge co-requisites.

D. Social Sciences (6 credit hours selected from two different disciplines/course prefixes)

Choose from the University approved GEP Social Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **ARE 201 or EC 201, or EC 205** Some courses in this category will fulfill the US Diversity & Global Knowledge co-requisite.

E. Health & Exercise Studies (2 credit hours – at least one 100-level Health & Exercise Studies Course)

Choose from the University approved GEP Health & Exercise Studies course list.

F. Additional Breadth - (3 credit hours to be selected from the following checked University approved GEP course lists)

Humanities/Social Sciences/Visual and Performing Arts or Mathematical Sciences/Natural Sciences/Engineering

G. Interdisciplinary Perspectives (5-6 credit hours)

Choose from the University approved GEP Interdisciplinary Perspectives course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **none**.

H. Introduction to Writing (4 credit hours satisfied by completing ENG 101 with a C- or better)

The following **Co-Requisites** must be satisfied to complete the General Education Program requirements:

I. U.S. Diversity (USD)

Choose from the University approved GEP U.S. Diversity course list or choose a course identified on the approved GEP course lists as meeting the U.S. Diversity (USD) co-requisite. The following course(s) completed as part of the Major requirements may fulfill this requirement: **none**

J. Global Knowledge (GK)

Choose from the University approved GEP Global Knowledge course list or choose a course identified on the approved GEP course lists as meeting the Global Knowledge (GK) co-requisite. The following course(s) completed as part of the Major requirements may

fulfill this requirement: none

K. Foreign Language proficiency - Proficiency at the FL_102 level is required for graduation.

RW

Extension Education (BS): Youth Leadership Development (11EXTEDBS-11EXTEDAEY)

Semester Display Effective Date: 7.2010

FRESHMAN YEAR				
Fall Semester	Credit		Spring Semester	Credit
AEE 103 Fundamentals of AEE ¹	1		AEE 226 Comp. Applic. & Instruct. Tech	3
BIO 181 Intro. to Biology-Eco/Div. ^B	4		ANS 150 Intro. to Animal Science	3
COM 110 Public Speaking	3		ANS 151 Intro. to Animal Science Lab	1
ENG 101 Academic Writing & Research ^H	4		BIO 183 Intro Biology-Cell/Molecular ^B	4
Math Elective ^A	3		Math Elective ^A	3
HES_*** Health & Exercise Studies Course ^E	1		HES_*** Health & Exercise Studies Course ^E	1
	16			15

SOPHOMORE YEAR				
Fall Semester	Credit		Spring Semester	Credit
AEE 230 Intro. to Extension Education	3		AEE 323 Leadership Development in ALS	3
CH 101 Chemistry - A Molecular Sci ^C	3		SW 201 Community Social Services	4
CH 102 Chemistry - Molecular Lab ^C	1		Agriculture Elective ³	3
PSY 200 Intro. to Psych ^D	3		Plant Science Elective ⁴	3
Economics Elective ^{2,D}	3		Additional Breadth: Math/Nat. Sci. ^F	3
Humanities Elective ^C	3			
	16			16

JUNIOR YEAR				
Fall Semester	Credit		Spring Semester	Credit
AEE 311 Com. Methods and Media	3		AEE 333 Youth Program Dev. & Mgmt	3
AEE 325 Plan & Delivery Nonformal Educ.	3		AEE 434 Collaborative Leadership	3
EDP 370 Applied Child Dev	3		AEE 435 Prof. Presentations for Ag. Org.	3
Humanities Elective ^C	3		AEE 478 Extension as Nonformal Educ.	3
Interdisciplinary Persp. Elective ^G	3		EDP 476 Psychology of Adol. Dev.	3
Free Elective	3		Inderdisciplinary Pers. Elective ^G	2-3
	18			17-18

SENIOR YEAR			
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Fall Semester	Credit	Spring Semester	Credit
AEE 332 Youth Leadership Dev.	3	AEE 423 Pract. in Agric. Ext./Industry	8
AEE 360 Dev. Team Leadership in Ag.	3	AEE 490 Seminar in AEE	1
AEE 433 Volunteer Mgmt. Agriculture Elective ³	3	Free Elective	3
Free Electives	4		12
	16		

Minimum Credit Hours Required for Graduation*^{L,J,K}:

126

Major/Program Footnotes:

1. Incoming freshmen complete AEE 103. Transfer students may complete ALS 103 or ALS 303.
2. Select from ARE 201, EC 201, and EC 205. Meets a GEP Social Science requirement.
3. Select from Group C Agriculture Electives or ARE courses.
4. Select from courses in Crop Science, Horticultural Science or Forestry.

***General Education Program (GEP) requirements and GEP Footnotes:**

To complete the requirements for graduation and the General Education Program, the following category credit hours and co-requisites must be satisfied.

University approved GEP course lists for each of the following categories can be found at <http://oucc.ncsu.edu/gep-courses>.

A. Mathematical Sciences (6 credit hours – one course with MA or ST prefix)

Choose from the University approved GEP Mathematical Sciences course list.

B. Natural Sciences (7 credit hours – include one laboratory course or course with a lab)

Choose from the University approved GEP Natural Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **BIO 181, BIO 183, CH 101, CH 102**

C. Humanities (6 credit hours selected from two different disciplines/course prefixes)

Choose from the University approved GEP Humanities course list. **Some courses in this category will fulfill the U.S. Diversity and Global Knowledge co-requisite.**

D. Social Sciences (6 credit hours selected from two different disciplines/course prefixes)

The following course(s) if completed as part of the Major requirements fulfills this requirement: **ARE 201 or EC 201 or EC 205 and PSY 200. Some courses in this category will fulfill the U.S. Diversity and Global Knowledge co-requisite.**

E. Health & Exercise Studies (2 credit hours – at least one 100-level Health & Exercise Studies Course)

Choose from the University approved GEP Health & Exercise Studies course list.

F. Additional Breadth - (3 credit hours to be selected from the following checked University approved GEP course lists)

X Mathematical Sciences/Natural Sciences/Engineering

G. Interdisciplinary Perspectives (5-6 credit hours)

Choose from the University approved GEP Interdisciplinary Perspectives course list.

H. Introduction to Writing (4 credit hours satisfied by completing ENG 101 with a C- or better)

The following Co-Requisites must be satisfied to complete the General Education Program requirements:

I. U.S. Diversity (USD)

Choose from the University approved GEP U.S. Diversity course list or choose a course identified on the approved GEP course lists as meeting the U.S. Diversity (USD) co-requisite.

J. Global Knowledge (GK)

Choose from the University approved GEP Global Knowledge course list or choose a course identified on the approved GEP course lists as meeting the Global Knowledge (GK) co-requisite.

K. Foreign Language proficiency - Proficiency at the FL_102 level is required for graduation.

Extension Education (BS): Youth Leadership Development (11EXTEDBS-11EXTEDAUY)

Semester Display Effective Date: 7.2010

FRESHMAN YEAR				
Fall Semester	Credit		Spring Semester	Credit
AEE 103 Fundamentals of AEE ¹	1		AEE 226 Comp. Applic. & Instruct. Tech	3
BIO 181 Intro. to Biology-Eco/Div. ^B	4		ANS 150 Intro. to Animal Science	3
COM 110 Public Speaking	3		ANS 151 Intro. to Animal Science Lab	1
ENG 101 Academic Writing & Research ^H	4		BIO 183 Intro Biology-Cell/Molecular ^B	4
Math Elective ^A	3		Math Elective ^A	3
HES_*** Health & Exercise Studies Course ^E	1		HES_*** Health & Exercise Studies Course ^E	1
	16			15

SOPHOMORE YEAR				
Fall Semester	Credit		Spring Semester	Credit
AEE 230 Intro. to Extension Education	3		EDP 370 Applied Child Dev	3
CH 101 Chemistry - A Molecular Sci ^C	3		SW 201 Community Social Services	4
CH 102 Chemistry - Molecular Lab ^C	1		Agriculture Elective ³	3
PSY 200 Intro. to Psych ^P	3		Plant Science Elective ⁴	3
Economics Elective ^{2,D}	3		Additional Breadth: Math/Nat. Sci. ^F	3
Humanities Elective ^C	3			16
	16			

JUNIOR YEAR				
Fall Semester	Credit		Spring Semester	Credit
AEE 311 Com. Methods and Media	3		AEE 333 Youth Program Dev. & Mgmt	3
AEE 323 Leadership Dev. in ALS	3		AEE 434 Collaborative Leadership	3
AEE 325 Plan & Delivery Nonformal Educ.	3		AEE 435 Prof. Presentations for Ag. Org.	3
Humanities Elective ^C	3		AEE 478 Extension as Nonformal Educ.	3
Interdisciplinary Persp. Elective ^G	3		EDP 476 Psychology of Adol. Dev.	3
Free Elective	3		Inderdisciplinary Pers. Elective ^G	2-3
	18			17-18

SENIOR YEAR			
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Fall Semester	Credit	Spring Semester	Credit
AEE 332 Youth Leadership Dev.	3	AEE 423 Pract. in Agric. Ext./Industry	8
AEE 360 Dev. Team Leadership in Ag.	3	AEE 490 Seminar in AEE	1
AEE 433 Volunteer Mgmt.	3	Free Elective	3
Agriculture Elective ³	3		
Free Electives	4		
	16		12

Minimum Credit Hours Required for Graduation* ^U * ^J * ^K :	126
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Major/Program Footnotes:

1. Incoming freshmen complete AEE 103. Transfer students may complete ALS 103 or ALS 303.
2. Select from ARE 201, EC 201, and EC 205. Meets a GEP Social Science requirement.
3. Select from Group C Agriculture Electives or ARE courses.
4. Select from courses in Crop Science, Horticultural Science or Forestry.

***General Education Program (GEP) requirements and GEP Footnotes:**

To complete the requirements for graduation and the General Education Program, the following category credit hours and co-requisites must be satisfied.

University approved GEP course lists for each of the following categories can be found at <http://oucc.ncsu.edu/gep-courses>.

A. Mathematical Sciences (6 credit hours – one course with MA or ST prefix)

Choose from the University approved GEP Mathematical Sciences course list.

B. Natural Sciences (7 credit hours – include one laboratory course or course with a lab)

*Choose from the University approved GEP Natural Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **BIO 181, BIO 183, CH 101, CH 102***

C. Humanities (6 credit hours selected from two different disciplines/course prefixes)

Choose from the University approved GEP Humanities course list. Some courses in this category will fulfill the U.S. Diversity and Global Knowledge co-requisite.

D. Social Sciences (6 credit hours selected from two different disciplines/course prefixes)

The following course(s) if completed as part of the Major requirements fulfills this requirement: ARE 201 or EC 201 or EC 205 and PSY 200. Some courses in this category will fulfill the U.S. Diversity and Global Knowledge co-requisite.

E. Health & Exercise Studies (2 credit hours – at least one 100-level Health & Exercise Studies Course)

Choose from the University approved GEP Health & Exercise Studies course list.

F. Additional Breadth - (3 credit hours to be selected from the following checked University approved GEP course lists)

X Mathematical Sciences/Natural Sciences/Engineering

G. Interdisciplinary Perspectives (5-6 credit hours)

Choose from the University approved GEP Interdisciplinary Perspectives course list.

H. Introduction to Writing (4 credit hours satisfied by completing ENG 101 with a C- or better)

The following Co-Requisites must be satisfied to complete the General Education Program requirements:

I. U.S. Diversity (USD)

Choose from the University approved GEP U.S. Diversity course list or choose a course identified on the approved GEP course lists as meeting the U.S. Diversity (USD) co-requisite.

J. Global Knowledge (GK)

Choose from the University approved GEP Global Knowledge course list or choose a course identified on the approved GEP course lists as meeting the Global Knowledge (GK) co-requisite.

K. Foreign Language proficiency - Proficiency at the FL_102 level is required for graduation.

Rev.

Plant and Soil Sciences (BS): Agroecology (11PSSBS-11PSSPAE)

Semester Display Effective Date: 7.2012

FRESHMAN YEAR			
Fall Semester	Credit	Spring Semester	Credit
CS 103 Introduction to Crop Science	1	BIO 183 Intro Biology: Cell and Molecular Bio	4
BIO 181 Intro Bio:Ecol, Evol & Bio	4	CH 101 Chemistry – A Molecular Science	3
ENG 101 Academic Writing and Research	4	CH 102 General Chemistry Lab	1
MA 131 Calculus for Life and Man. Sciences A	3	MA 231 Calculus for Life and Man. Sciences B	3
GEP Requirement Elective*	3	HES_*** Health & Exercise Studies Course*	1
	15	GEP Requirement Elective*	3
			15

SOPHOMORE YEAR			
Fall Semester	Credit	Spring Semester	Credit
CS 230 Intro to Agroecology	3	ARE 201 Intro to Agri Res Economics ¹	3
CS 290 Prof Develop in Plant & Soil Sci (Fall only)	1	CH 221 Organic Chemistry I	3
CS 213 Crops:Adaptation and Production	4	CH 222 Organic Chemistry Lab	1
PB 360 Intro to Ecology	4	COM 110 Pub Speak or COM 112 Intrper Comm ¹	3
SSC 200 Soil Science	3	GEP Requirement Elective*	2 to 3
SSC 201 Soil Science Lab	1	SSC 428 Approaches-SustSoil Sys Lab	1
	16	Free Electives ²	3
			16-17

JUNIOR YEAR			
Fall Semester	Credit	Spring Semester	Credit
CH 223 Organic Chemistry II	3	CS 415 Integrated Pest Management	3
CH 224 Organic Chemistry II Lab	1	CS 430 Advanced Agroecology (Spring only)	4
SSC 427 BioApproaches-Sust Soil Sys	3	ENG 333 Comm for Science & Res	3
ST 311 Intro to Statistics	3	PY 212 Coll Phy II or PY 131 Concep Phy ³	4
Restricted Electives ³	3	Restricted Electives ³	3
GEP Requirement Elective*	3		
	16		17

SENIOR YEAR			
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Fall Semester	Credit	Spring Semester	Credit
CS 492 or 493 Internship or Research Exp	3	Restricted Electives ³	7
STS 302, 303, 323, or 412	3	Free Electives ²	3
Restricted Electives ³	6	GEP Requirement Elective*	3
GEP Requirement Elective*	3		
HES_*** Health & Exercise Studies Course*	1		
	16		13

Minimum Credit Hours Required for Graduation**:

124

Major/Program Footnotes:

- 1 ARE 201 satisfies 3 hours of GEP Social Sciences requirements; COM 112 satisfies 3 hours of GEP Social Sciences requirements
- 2 Students have 6 to 15 hours of free electives depending upon restricted elective, communications elective and STS elective choices
- 3 7 hours from Sustainable Ag Res and Prod (ANS 301, ANS 408, BAE 442, CS 224, CS 312, CS 411, CS 413, CS 414, CS 462, ENT 425, FOR 221, HS 301, HS 421, HS 422, HS 431, HS 432, HS 451, NR 300, NR, 303, NR 350, NR 400, NR 406, PP 315, SSC 332, SSC 341, SSC 342, SSC 435, SSC 461, or STS 323) ; 6 hours from Economics and Policy (ARE 309, ARE 311, ARE 336, ARE 433, ARE 436, SOC 450, or STS 323); and 6 hours from Commodity Food Systems (IDS 201, IDS 211, NTR 301, NTR 400, SOC 241, SOC 311, SOC 342, STS 303, STS 323, or STS 412)
- 4 Several course selection options contained in the Concentration Requirements and Restricted Electives satisfy GEP requirements as well as major requirements. If students select a course that satisfies a GEP requirement they should increase the number of Free Elective hours they take so that the minimum number of hours to graduate (124 hours) has been satisfied.

*** General Education Program (GEP) requirements and GEP Footnotes:**

To complete the requirements for graduation and the General Education Program, the following category credit hours and co-requisites must be satisfied. University approved GEP course lists for each of the following categories can be found at <http://oucc.ncsu.edu/gep-courses>.

* Courses/groupings in the above display with an asterisk may fulfill all or part of a GEP requirement. See categories below.

A. Mathematical Sciences (6 credit hours – one course with MA or ST prefix)

Choose from the University approved GEP Mathematical Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **These requirements are met through required courses. Students do not need to take additional math.**

B. Natural Sciences (7 credit hours – include one laboratory course or course with a lab)

Choose from the University approved GEP Natural Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **: These requirements are met through required courses. Students do not need to take additional science.**

C. Humanities (6 credit hours selected from two different disciplines/course prefixes)

Choose from the University approved GEP Humanities course list .

D. Social Sciences (6 credit hours selected from two different disciplines/course prefixes)

Choose from the University approved GEP Social Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **3 hours are met by the ARE 201 requirement; 3 hours are met for students who choose COM 112**

E. Health & Exercise Studies (2 credit hours – at least one 100-level Health & Exercise Studies Course)

Choose from the University approved GEP Health & Exercise Studies course list.

F. Additional Breadth - (3 credit hours to be selected from the following checked University approved GEP course lists)

Humanities/Social Sciences/Visual and Performing Arts

G. Interdisciplinary Perspectives (5-6 credit hours)

Choose from the University approved GEP Interdisciplinary Perspectives course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **: 3 hours may be met by the STS elective requirement**

H. Introduction to Writing (4 credit hours satisfied by completing ENG 101 with a C- or better)

The following **Co-Requisites** must be satisfied to complete the General Education Program requirements:

I. U.S. Diversity (USD)

Choose from the University approved GEP U.S. Diversity course list or choose a course identified on the approved GEP course lists

as meeting the U.S. Diversity (USD) co-requisite

J. Global Knowledge (GK)

Choose from the University approved GEP Global Knowledge course list or choose a course identified on the approved GEP course lists as meeting the Global Knowledge (GK) co-requisite .

K. Foreign Language proficiency - Proficiency at the FL_102 level is required for graduation.

Plant and Soil Sciences (BS): Agroecology (11PSSBS-11PSSPAE)

Semester Display Effective Date: 7.2012

FRESHMAN YEAR				
Fall Semester	Credit		Spring Semester	Credit
CS 103 Introduction to Crop Science BIO 181 Intro Bio:Ecol, Evol & Bio ENG 101 Academic Writing and Research MA 131 Calculus for Life and Man. Sciences A GEP Requirement Elective*	1 4 4 3 3 15		BIO 183 Intro Biology: Cell and Molecular Bio CH 101 Chemistry – A Molecular Science CH 102 General Chemistry Lab MA 231 Calculus for Life and Man. Sciences B HES_*** Health & Exercise Studies Course* GEP Requirement Elective*	4 3 1 3 1 3 15
SOPHOMORE YEAR				
Fall Semester	Credit		Spring Semester	Credit
CS 230 Intro to Agroecology CS 290 Prof Develop in Plant & Soil Sci (Fall only) CS 213 Crops:Adaptation and Production PB 360 Intro to Ecology SSC 200 Soil Science SSC 201 Soil Science Lab	3 1 4 4 3 1 16		ARE 201 Intro to Agri Res Economics ¹ CH 221 Organic Chemistry I CH 222 Organic Chemistry Lab COM 110 Pub Speak or COM 112 Intrper Comm ¹ GEP Requirement Elective* Free Electives ²	3 3 1 3 2 to 3 3 15-16
JUNIOR YEAR				
Fall Semester	Credit		Spring Semester	Credit
CH 223 Organic Chemistry II CH 224 Organic Chemistry II Lab SSC 427 BioApproaches-Sust Soil Sys SSC 428 Approaches-SustSoil Sys Lab ST 311 Intro to Statistics Restricted Electives ³ GEP Requirement Elective*	3 1 3 1 3 3 3 17		CS 415 Integrated Pest Management CS 430 Advanced Agroecology (Spring only) ENG 333 Comm for Science & Res PY 212 Coll Phy II or PY 131 Concep Phy ³ Restricted Electives ³	3 4 3 4 3 17
SENIOR YEAR				

Fall Semester	Credit	Spring Semester	Credit
CS 492 or 493 Internship or Research Exp	3	Restricted Electives ³	7
STS 302, 303, 323, or 412	3	Free Electives ²	3
Restricted Electives ³	6	GEP Requirement Elective*	3
GEP Requirement Elective*	3		
HES_*** Health & Exercise Studies Course*	1		13
	16		

Minimum Credit Hours Required for Graduation**:

124

Major/Program Footnotes:

- 1 ARE 201 satisfies 3 hours of GEP Social Sciences requirements; COM 112 satisfies 3 hours of GEP Social Sciences requirements
- 2 Students have 6 to 15 hours of free electives depending upon restricted elective, communications elective and STS elective choices
- 3 7 hours from Sustainable Ag Res and Prod (ANS 301, ANS 408, BAE 442, CS 224, CS 312, CS 411, CS 413, CS 414, CS 462, ENT 425, FOR 221, HS 301, HS 421, HS 422, HS 431, HS 432, HS 451, NR 300, NR, 303, NR 350, NR 400, NR 406, PP 315, SSC 332, SSC 341, SSC 342, SSC 435, SSC 461, or STS 323); 6 hours from Economics and Policy (ARE 309, ARE 311, ARE 336, ARE 433, ARE 436, SOC 450, or STS 323); and 6 hours from Commodity Food Systems (IDS 201, IDS 211, NTR 301, NTR 400, SOC 241, SOC 311, SOC 342, STS 303, STS 323, or STS 412)
- 4 Several course selection options contained in the Concentration Requirements and Restricted Electives satisfy GEP requirements as well as major requirements. If students select a course that satisfies a GEP requirement they should increase the number of Free Elective hours they take so that the minimum number of hours to graduate (124 hours) has been satisfied.

*** General Education Program (GEP) requirements and GEP Footnotes:**

To complete the requirements for graduation and the General Education Program, the following category credit hours and co-requisites must be satisfied. University approved GEP course lists for each of the following categories can be found at <http://oucc.ncsu.edu/gep-courses>.

* Courses/groupings in the above display with an asterisk may fulfill all or part of a GEP requirement. See categories below.

A. Mathematical Sciences (6 credit hours – one course with MA or ST prefix)

Choose from the University approved GEP Mathematical Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **These requirements are met through required courses. Students do not need to take additional math.**

B. Natural Sciences (7 credit hours – include one laboratory course or course with a lab)

Choose from the University approved GEP Natural Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **: These requirements are met through required courses. Students do not need to take additional science.**

C. Humanities (6 credit hours selected from two different disciplines/course prefixes)

Choose from the University approved GEP Humanities course list.

D. Social Sciences (6 credit hours selected from two different disciplines/course prefixes)

Choose from the University approved GEP Social Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **3 hours are met by the ARE 201 requirement; 3 hours are met for students who choose COM 112**

E. Health & Exercise Studies (2 credit hours – at least one 100-level Health & Exercise Studies Course)

Choose from the University approved GEP Health & Exercise Studies course list.

F. Additional Breadth - (3 credit hours to be selected from the following checked University approved GEP course lists)

X Humanities/Social Sciences/Visual and Performing Arts

G. Interdisciplinary Perspectives (5-6 credit hours)

Choose from the University approved GEP Interdisciplinary Perspectives course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: **: 3 hours may be met by the STS elective requirement**

H. Introduction to Writing (4 credit hours satisfied by completing ENG 101 with a C- or better)

The following **Co-Requisites** must be satisfied to complete the General Education Program requirements:

I. U.S. Diversity (USD)

Choose from the University approved GEP U.S. Diversity course list or choose a course identified on the approved GEP course lists

as meeting the U.S. Diversity (USD) co-requisite

J. Global Knowledge (GK)

Choose from the University approved GEP Global Knowledge course list or choose a course identified on the approved GEP course lists as meeting the Global Knowledge (GK) co-requisite .

K. Foreign Language proficiency - Proficiency at the FL_102 level is required for graduation.

ENG 382: *Film and Literature*

Dr. Ora Gelley <ogelley@ncsu.edu>
Department of English

Required Readings

With the exception of #1 - #4 (which you must purchase), all readings for this course will be available on **Moodle** <http://wolfware.ncsu.edu> or **E-Reserves** <https://reserves.lib.ncsu.edu/>, as scanned articles/book excerpts/chapters.

1. *The Blue Angel*, by Heinrich Mann (1938) 286 pages, publisher: Howard Fertig; this edition published January 1, 2011. [Excerpts you are required to read] Chapters I and II (9 - 45), chapter IV (62 - 88), chapter VI - VII (102 - 136). **\$19.95**
http://www.amazon.com/Blue-Angel-Heinrich-Mann/dp/0865274517/ref=sr_1_1
2. *Rosemary's Baby*, by Ira Levin 256 pages (1967), Pegasus 256 pages. (April 20, 2010 edition). **\$11.95**
http://www.amazon.com/Rosemarys-Baby-Ira-Levin/dp/1605981109/ref=tmm_pap_swatch_0
3. *The Girl with the Dragon Tattoo*, by Stieg Larsson Vintage; Reprint edition (November, 2011 edition) **\$5.99**
http://www.amazon.com/Girl-Dragon-Tattoo-Millennium/dp/0307949486/ref=sr_1_1
4. *Gomorra: A Personal Journey into the Violent International Empire of Naples' Organized Crime System*, by Roberto Saviano (Picador; First Edition [November 25, 2008[2006])). **\$12.93**
http://www.amazon.com/Gomorra-Personal-Journey-International-Organized/dp/0312427794/ref=tmm_pap_title_0
5. Robert Gordon, *Bicycle Thieves* (London: BFI, 2008), 13 – 19; 37 – 43.
6. André Bazin, "Bicycle Thief." *What is Cinema?* Volume 2 Trans. Hugh Gray. (Berkeley: U of California P, 1971).
7. André Bazin, "De Sica: Metteur en Scène" *What is Cinema?* Volume 2 Trans. Hugh Gray. (Berkeley: U of California P, 1971).
8. Edward Mitchell, "Some Sources of Significance in the American Gangster Film," in *Film Genre Theory Reader III*, ed. Barry Keith Grant (Austin: University of Texas Press, 2003).
9. Jonathan Munby, "The Enemy Goes Public: Voicing the Cultural Other in the Early 1930s Talking Gangster Film," in *Public Enemies, Public Heroes: Screening the Gangster from Little Caesar to Touch of Evil* (Chicago: University of Chicago Press, 1999).
11. S. Haenni, "Scarface (1932)" in *Fifty Key American Films*, ed. Sabine Haenni and John White (New York: Routledge, 2009), 30 - 35.
12. Tim Parks, "Talking Corpses." *London Review of Books* Dec. 4, 2008.
13. Asbjorn Gronstad, (excerpt) "Mean Streets: Death and Disfiguration in Hawks' *Scarface*," in *Transfigurations: Violence, Death, and Masculinity in American Cinema*. (Amsterdam: Amsterdam University Press, 2008), 97 - 103.
14. Gertrud Koch, "Between Two Worlds: Von Sternberg's *The Blue Angel*. In *Film and German Literature. Adaptations and Transformations*. Ed. by Eric Rentschler (New York: Meuhuen, 1986), 60 - 72.
15. Marcus, Sharon. 1993. "Placing *Rosemary's Baby*." *Differences: A Journal of Feminist Cultural Studies* 5.3.
16. [Excerpts] *The Portrait of a Lady*, Henry James (1881) (Penguin Classics Edition, 2011)

ENG 382: *Film and Literature*

17. [Excerpts] Dana Polan, *Jane Campion* (London: British Film Institute, 2008)
18. Anne Gillain, "Profile of a Filmmaker: Catherine Breillat" In *Beyond French Feminisms: Debates on Women, Politics, and Culture in France, 1981-2001* (New York: Palgrave Macmillan, 2003), 201 – 211.
19. "Catherine Breillat: touch/cut." In *The new pornographies: explicit sex in recent French fiction and film* (Manchester: Manchester University Press, 2007), 55 – 67.
20. http://www.filmmakermagazine.com/issues/fall2001/features/end_innocence.php
21. Julio Cortázar's, "Blow-up" (1959, "Las Babas del Diablo" [literal translation, "The Devil's Drool"]): 114 – 131.
22. William Rothman, *Hitchcock: The Murderous Gaze* (Cambridge: Harvard University Press, 1984), 179 - 182; 186 - 187; 191 - 193; 209 - 211; 215 - 220; 233 - 235; 241 - 244.

Course Schedule

Week 1: Introduction

Wed

Introduction to the course

Week 2: Realism in the Cinema: De Sica's *The Bicycle Thief* (1948) (Film Theory to Practice)

Mon

Discussion of syllabus.

Introduction to De Sica's *Bicycle Thief*

Watch approximately first 45 mins. of film

Wed

Finish screening of De Sica's *Bicycle Thief*

Reading

Robert Gordon, *Bicycle Thieves* (London: BFI, 2008), pgs. 13 – 19; 37 – 43.

André Bazin, "*Bicycle Thief*." *What is Cinema?* Volume 2 Trans. Hugh Gray. Berkeley: U of California P, 1971.

André Bazin, "De Sica: Metteur en Scène" *What is Cinema?* Volume 2 Trans. Hugh Gray. Berkeley: U of California P, 1971.

Quiz 1

Week 3: The Scene of the Crime: Julio Cortázar's "Blow-up"/ Michelangelo Antonioni's

Blow-up

Mon

Reading

Julio Cortázar's, "Blow-up" (1959, "Las Babas del Diablo" [literal translation, "The Devil's Drool"]): 114 – 131.

Wed

Screening

Blow-up, (Michelangelo Antonioni, 1966, UK, Italy, USA, 111m)

First Short Response Paper – Group 1

Week 4: Film Genre—the Gangster Film: William Wellman's *The Public Enemy* (1931)

Mon

ENG 382: *Film and Literature*

Introductory lecture on the Gangster Film and Genre

Screening

The Public Enemy (William Wellman, 1931; 83m)

Wed

Reading

Edward Mitchell, "Some Sources of Significance in the American Gangster Film," in *Film Genre Theory Reader III*, ed. Barry Keith Grant (Austin: University of Texas Press, 2003).

Jonathan Munby, "The Enemy Goes Public: Voicing the Cultural Other in the Early 1930s

Talking Gangster Film," in *Public Enemies, Public Heroes: Screening the Gangster from Little Caesar to Touch of Evil* (Chicago: University of Chicago Press, 1999).

Quiz 2

First Short Response Paper – Group 2

Week 5: Film Genre—the Gangster Film II: Howard Hawks' *Scarface* (1932)

Mon

Screening

Scarface (Howard Hawks, 1932; 93m)

Wed

Reading

Review Jonathan Munby, "The Enemy Goes Public: Voicing the Cultural Other in the Early 1930s Talking Gangster Film," in *Public Enemies, Public Heroes: Screening the Gangster from Little Caesar to Touch of Evil* (Chicago: University of Chicago Press, 1999).

"Scarface (1932)" in *Fifty Key American Films*, ed. by Sabine Haenni and John White (New York: Routledge, 2009), 30 - 35. The entry is by S. Haenni.

Asbjorn Gronstad, (excerpt) "Mean Streets: Death and Disfiguration in Hawks' *Scarface*," in *Transfigurations: Violence, Death, and Masculinity in American Cinema*. (Amsterdam: Amsterdam University Press, 2008), 97 - 103.

First Short Response Paper – Group 3

Week 6: Realism Reinvented—the Gangster in Contemporary European Literature and Film: *Gomorrah* (2006/2008)

Mon

Screening

Gomorrah, Matteo Garrone (Italy, 2008; 137')

Wed

finish screening of *Gomorrah*

Reading

Gomorrah: A Personal Journey into the Violent International Empire of Naples' Organized Crime System, by Roberto Saviano (Picador; First Edition November 25, 2008[2006])

Tim Parks, "Talking Corpses." *London Review of Books* Dec. 4, 2008.

Quiz 3

Second Short Response Paper – Group 1

Week 7: Between Two Worlds: Heinrich Mann's and Joseph Von Sternberg's *The Blue Angel*

Mon

ENG 382: *Film and Literature*

Reading

Heinrich Mann, *The Blue Angel* (1905, *Professor Unrat*)

Gertrud Koch, "Between Two Worlds: Von Sternberg's *The Blue Angel*. In *Film and German Literature. Adaptations and Transformations*. Ed. Eric Rentschler (New York: Meuhuen, 1986), 60 - 72.

Wed

Screening

Joseph von Sternberg, *The Blue Angel* (Germany, 1929; 94m)

Second Short Response Paper – Group 2

Week 8: Midterm Exam/Continuation of *The Blue Angel* (book and film)

Mon

Midterm Exam

Wed

Discussion of *The Blue Angel*, book and film

Week 9: Gender and Genre: *Rosemary's Baby* (Book and Film)

Mon

Reading

Rosemary's Baby (1967), Ira Levin Chapters I and II (up to page 134)

Screen first 40 mins. approximately of *Rosemary's Baby* (Roman Polanski, USA, 1968: 136 mins.)

Wed

finish screening of *Rosemary's Baby* (Roman Polanski, USA, 1968: 136 mins.)

Second Short Response Paper – Group 3

Week 10: Polanski/Levin Continued/ Authorship and Gender: Coming of Age in Hitchcock's America: Alfred Hitchcock's *Shadow of a Doubt* (1943)

Quiz 4

Mon

finish book *Rosemary's Baby* (1967), Ira Levin (pgs. 135 - 245)

Marcus, Sharon. 1993. "Placing *Rosemary's Baby*." *Differences: A Journal of Feminist Cultural Studies* 5.3.

Wed

Shadow of a Doubt (Hitchcock, 1943, 108 mins.)

Third Short Response Paper – Group 1

Week 11: *Shadow of a Doubt* Continued/ *The Girl With the Dragon Tattoo*: Book and Film

Mon

Discussion of *Shadow of a Doubt*

Reading

William Rothman, *Hitchcock: The Murderous Gaze* (Cambridge: Harvard University Press, 1984), 179 - 182; 186 - 187; 191 - 193; 209 - 211; 215 - 220; 233 - 235; 241 - 244. (total of 20 pages approximately)

Wed

Please note: You are required to watch the Swedish version of *The Girl with the Dragon Tattoo* dir. Niels Arden Oplev (*Män som hatar kvinnor*, Sweden, 2009; 152') on your own.

Reading

Stieg Larsson, *The Girl with the Dragon Tattoo* Vintage; Reprint edition, Chapters 1 – 12 (approximately to page 261, depending on your edition).

Discussion of background of book and chapters 1 - 12.

Screening

Screen first 50 mins approximately of David Fincher's 2011 American remake of *The Girl with the Dragon Tattoo* (USA; 158m)

Third Short Response Paper – Group 2

Week 12: *The Girl With the Dragon Tattoo*: Book and Film (Continued)

Mon

Screening

(Complete screening of) *The Girl with the Dragon Tattoo*, dir. David Fincher (2011; 158m)

Wed

Reading

Finish entire book *The Girl with the Dragon Tattoo* Vintage; Reprint edition.

Discussion of book, Swedish and American versions of film.

Quiz 5

Third Short Response Paper – Group 3

Week 13: Authorship and Gender

Mon. and Wed.

[Excerpts] *The Portrait of a Lady*, Henry James (1881)

Week 14: Authorship and Gender Continued

Mon

Screening

The Portrait of a Lady (Jane Campion, 1996, 144 mins.)

Wed

Reading

[Excerpts] Dana Polan, *Jane Campion* (London: British Film Institute, 2008)

REVIEW *The Portrait of a Lady*, Henry James (1881)

Quiz 6

Week 15: Authorship and Gender Continued/Thanksgiving Break

Mon

Continue discussion of (excerpts from) Henry James novel and cinematic adaptation.

Wed

Thanksgiving break* *no class

Week 16: Authorship and Gender: Catherine Breillat's *Fat Girl* (2001)

Mon

Screening:

To My Sister! (Fat Girl) Catherine Breillat (*À ma soeur!*, France, 2001; 86')

ENG 382: *Film and Literature*

Wed

Reading

*Anne Gillain, "Profile of a Filmmaker: Catherine Breillat" In Beyond French Feminisms: Debates on Women, Politics, and Culture in France, 1981-2001 (New York: Palgrave Macmillan, 2003), 201 – 211.

*[excerpt] Victoria Best and Martin Crowley, "Catherine Breillat: touch/cut." In *The new pornographies: explicit sex in recent French fiction and film* (Manchester: Manchester University Press, 2007), 55 – 67.

http://www.filmmakermagazine.com/issues/fall2001/features/end_innocence.php

Final Exam

North Carolina State University
Department of Foreign Languages and Literatures
FLA 318 / Egyptian Culture through Film
Course Syllabus

Professor : Dr. InasMessiha
Email: itmessih@ncsu.edu
Class Time: MW 3:00 pm – 4:15 pm
Class Location: 110 Withers
Office: 205 Withers
Office Hours: MWF 1:30-2:30
Phone: 515-9279

Welcome to Egyptian Cinema!

This course offers a survey of cinema in modern Egypt using film as a medium to learn about the cultural and social structures in Egypt. The course incorporates weekly screenings of feature films representing different styles and periods. Students will be required to read relevant material, take essay exam questions, write film reviews, a final paper, and give a presentation of their final paper. The course is taught in English.

A course on popular Egyptian Culture through Film offers students a unique and valuable experience. Egypt is a country with a diverse and complex culture depicted by a diverse and complex discourse. It is the country with the largest population, history, and military in the area. Egypt was the maker and exporter of films decades before any Arab country started its own film industry. The films will offer an excellent and superior medium to learn about Egypt, a country with great influence on the Middle-East. How do film makers from Egypt use the vehicle of cinema to represent their own stories and people? These first-hand accounts will display authentic and notable roles played by Egyptian actors.

Many students at NC State have an interest in the Middle East and will have an interest in this course. Whether students seek global knowledge, or practical applications of a trade, there is a call to provide them with this type of cultural knowledge. Even though NC State offers many courses on the Middle East, no course currently offered has the same focus as this course. The films students will view will be diverse, covering a wide range of eras, topics, ideologies, styles, and characters. It will explore the way cinema reflects cultural and societal conditions in Egypt, as well as the diversity that exists in this area of the world. Students will be impacted by the discovery and exploration of this rich culture and its cinematic representation. The course incorporates weekly screenings of feature films representing different styles and periods. Students will be required to read relevant material, write film reviews, a final paper, and give a presentation on the final paper. Discussions will be conducted in class.

Prerequisites and Placement

There is no prerequisite or co-requisite for this course

GEP Information

Humanities

GEP Obj. 1) Engage the human experience through the interpretation of culture.

Student Objective: Students will be able to recognize values, traditions, and life styles prevalent in regions of the world other than theirs. They will be able to explain scenes that might otherwise seem obscure or unexplainable. They will also make connections and draw parallels between their own cultures and the target cultures, becoming themselves engaged in this process of discovery.

Sample Measure: Film reviews, Essay exam questions, Final paper, and Oral presentation - Example Prompt: "A tragedy is a drama or literary work in which the main character is brought to ruin or suffers extreme sorrow; especially as a consequence of a tragic flaw, moral weakness, or inability to cope with unfavorable circumstances." Describe and discuss a character from the film you viewed that fulfills the above definition. Explain how this Egyptian character embodies the characteristics of a tragic figure.

GEP Obj. 2) Become aware of the act of interpretation itself as a critical form of knowing in the humanities.

Student Objective: Students will be able to translate, elucidate, and assign meaning to different elements in a given film, such as objects, chosen terms or names and characters. They will assess and compare the use of those elements in the portrayal of the human experience.

Sample Measure: Film reviews, Essay exam questions, Final paper, and Oral presentation - Example Prompt: A motif is a distinctive, recurring and dominant element in a narrative. Varying types of motifs are used in film to recreate a reality or establish a concept. Imagery, language, scenario, movement, light, color, objects, dress, scenery, landscape, music, and types of characters can each be used as a motif to convey a symbolic meaning. What motifs led to your discovery of certain Egyptian cultural aspects?

GEP Obj. 3) Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.

Student Objective: Students will be able to differentiate between behaviors of different groups. They will be able to follow the development of each group and explain the reasons that lead a group to a particular behavior. Students will also be able to predict outcomes and consequences of certain developments.

Sample Measure: Film reviews, Essay exam questions, Final paper, and Oral presentation - Example Prompt: How do you interpret the lack of a strong and influential heroine in the last three films we have seen? In past films, it was the female lead character that, even if in imperfect ways, elevated her family's class, made choices for herself and others, vindicated her family's honor, upheld the tradition, and planned her family's future. Explain how the disappearance of a strong female character reflects new societal beliefs and behaviors.

Global Knowledge

GEP Obj. 1) Identify and examine distinguishing characteristics, including ideas, values, images, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States.

Student Objective: Students will be able to identify and examine cultural norms, ideas, values, images, historical artifacts, economic structures, technological developments, and attitudes of people in Egypt since the beginnings of the film industry to the present. Students will characterize some of these elements as similar to their own experience, and will judge others to be foreign. They will be able to indicate differences others will not see, and reveal reasons and consequences of a particular trait in the culture.

Sample Measure: Film reviews, Essay exam questions, Final paper, and Oral presentation - Example Prompt: In Egyptian culture, social class is often conducive to a person's lot in life. Discuss 2 different situations where social order determines the destiny of a character. Discuss also a situation where events occur contrary to the established social order.

GEP Obj. 4) Explain how these distinguishing characteristics change in response to internal and external pressures on the non-U.S. society.

Student Objective: Students will be able to explain how Egyptian culture is constantly changing in response to political, ideological, and economical pressures. Students will follow the development of events since the British occupation of Egypt to recent revolutions, and will be able to distinguish and explain the unique impact of each development on different societal groups.

Sample Measure: Film reviews, Essay exam questions, Final paper, and Oral presentation - Example Prompt: "The Yacoubian Building" (2006) and "Everything is Fine" (1937) are films where events happen in the same city, Cairo. Yet the films seem to have been made in different worlds. Describe and highlight the differences in the way Egypt and its culture were portrayed in the two films. Explain the circumstances that lead to the fundamental changes.

Required Textbook and Material

- Armbrust, Walter. *Mass Culture and Modernism in Egypt*, Cambridge University Press, 2001. \$52.85
- Handouts and online material provided by professor. (See URLs below.)

Attendance

Attendance is required and will be taken at every class meeting. Only one unexcused absence is allowed during the semester. **Each additional unexcused absence reduces your final grade by two points.** For example, if your final grade is 90% and you have 2 unexcused absences, this will result in a 4 point deduction in your final grade, which will lower your final grade from 90% (A-) to 86% (B). Attendance policy is based upon the University Attendance Policy at <http://policies.ncsu.edu/regulation/reg-02-20-3>.

Electronically hosted course components

Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

N.C. State Policies, Regulations, and Rules (PRR)

Students are responsible for reviewing the NC State University PRR's located at <http://dso.dasa.ncsu.edu/rights-and-responsibilities> which pertains to their course rights and responsibilities.

Participation

The participation portion of your grade will be determined using the following criteria and attendance requirements above.

A = Student comes to class prepared, bringing proper materials, arriving on time and staying the full length of the class. Student is attentive and frequently volunteers to participate. Student is actively involved in all class activities and stays on task in group work. Any questions and comments are pertinent.

B = Student is usually prepared. Student is attentive, participates in all activities, and volunteers from time to time. Student asks only pertinent questions.

C = Student shows evidence of being unprepared and may do homework or text during class. Student may arrive late or leave early. Student volunteers infrequently and may ask questions that show unpreparedness for class.

D = Student is unprepared and/or inattentive. Student rarely volunteers and demonstrates lack of involvement in class activities. Student may not stay on task in group work and may ask unnecessary or inappropriate questions.

F = Student is disrespectful and/or exhibits a lack of concern for the class. His or her behavior may have a negative effect on the class.

Homework

- **Assignments are not accepted late, even if you are absent the day they were assigned or are due.** Unless an extension has been arranged beforehand, late assignments will not be accepted without a medical note or similar documentation.
- Weekly homework assignments are stated on the syllabus and/or announced in class, and must be completed before coming to class.
- Students are typically assigned 3 types of homework before every class meeting.
 1. **Films:** Students will watch a weekly assigned film. The film will be on reserve in D.H. Hill Library for students to watch at their convenience. It is recommended that students get together with other students from the class to watch at the library. Students will be taking notes while watching to facilitate class discussion and to answer questions.
 2. **Analysis and Reaction:** Students will answer questions about every film they watch. The questions will address different aspects of the film as well as personal reaction.
 3. **Readings:**
 1. Students will be assigned to read from the required book on mass culture and modernism in Egypt. Students should take notes in order to be ready to discuss the reading, and take a short quiz on the reading. Pages to be read are indicated on syllabus.
 2. Students will also be assigned to read articles related to the films being viewed. Students will take notes, and be ready to discuss and take quiz on readings.

Oral Presentation

- You will have **20-30 minutes** to present your work in class.
- Choose a film, and watch it, taking extensive notes.
- Choose the most relevant and significant clips to show to the class. The total duration of the clips should not exceed **7-10 minutes**.
- Present the background of the film. A film does not always represent the time period in which it was created. If that is the case, you need to discuss both: the period where the movie was made, and the period represented by the movie. Talk about political conditions, economy, wars, alliances, laws, inventions, or anything else specific to the time period.
- Discuss the film in a way that would answer the questions we used throughout the semester to analyze each film.
- Explain why you chose the film, why you liked it or didn't like it.

- Explain where the film fits in the Egyptian landscape we've learned about this semester.
- Using visual aids, power point presentation or such, enhances the quality of your presentation, and makes it more appealing.
- I am open to innovative ideas. So, let me know if you would like to present in a way that is different from what you see here!

Oral Presentation Grade

- Length of presentation /5
- Significant clips /10
- Background information /20
- Film analysis (similar to weekly assignment) /40
- Personal opinion: reason for selecting+like/dislike /10
- How film fits among others /5
- Visual aids (power point or other) /10

Final Paper

- You will write a final paper on the film you chose. Write **5-7 pages**, double-spaced, Arial, 12 pt. font.
- You will include historical information, information about director, reception of the film, and all elements mentioned in the oral presentation.
- Beware of plagiarism! Always cite your sources and make appropriate use of quotation marks.
- The paper is due the last day of class.

Final Paper Grade

- Background information /20
- Director/Reception /10
- Film analysis (similar to weekly assignment) /50
- Personal opinion: reason for selecting + like/dislike /10
- How film fits among others /5
- Sources /5

Grading

10%	Participation / Class Discussion / Effort / Preparedness for Class
30%	Homework / Film Reviews
20%	Quizzes / Tests
20%	Oral Presentation
20%	Final Paper

There will be plus/minus grading for this course, following standard rounding procedures. The scale will be as follows.

Grades scale

A+ = 97.0-100	A = 93.0-96.9	A- = 90.0-92.9
B+ = 87.0-89.9	B = 83.0-86.9	B- = 80.0-82.9
C+ = 77.0-79.9	C = 73.0-76.9	C- = 70.0-72.9
D+ = 67.0-69.9	D = 63.0-66.9	D- = 60.0-62.9
F = 59.9 and below		

Incomplete Grade Policy

Students will not be given a temporary grade of IN (incomplete) unless they have attended class regularly and have completed at least 70% of the required work. This grade is given only if the student is unable to fulfill all the requirements of the course because of circumstances beyond his/her control, and has submitted proper documentary evidence. The student must complete the unfinished work to have the "IN" converted to a final grade by the end of the next semester in which the student is enrolled; otherwise the grade automatically becomes an F. For NC State policy, see:

<http://www.ncsu.edu/grad/handbook/sections/3.18-grades.html>

Credit-only policy

The student's performance in a credit-only course will be reported as S (satisfactory grade for credit-only course and given when course work is equivalent to C- or better) or U (no credit grade for credit-only course). Students are required to complete all work and tests. Students should not take the course as S/U if it is used for GEP For more information: <http://policies.ncsu.edu/regulation/reg-02-20-15>.

Audit Policy

Auditors are required to attend class regularly. They are encouraged but not required to complete the work. <http://policies.ncsu.edu/regulation/reg-02-20-04>

In Case of Adverse Weather

Check e-mail, news, the NCSU homepage www.ncsu.edu, or call 513-8888 for the latest information. Read the complete Adverse Weather Policy for more information <http://policies.ncsu.edu/regulation/reg-04-20-07>.

Academic Integrity

Students and professor will follow both the spirit and letter of the NCSU Code of Student Conduct. It is the understanding and expectation on the part of the professor that the student's signature/**name on any test or assignment means that the student has neither given nor received any unauthorized aid.** Although students are encouraged to discuss with others, both members and non-members of the class, the assignments, the films, the readings, their thoughts and ideas, students must complete and turn in their own work. The complete Code of Student Conduct can be found at: <http://policies.ncsu.edu/policy/pol-11-35-01>.

Students with Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. Students with diagnosed disabilities schedule an appointment with the professor at the beginning of the semester to discuss reasonable academic accommodations. This student/professor meeting occurs after the professor receives official documentation from the DSO. Students without official documentation need to register in Suite 2221, Student Health Center Campus Box 7509 (See <http://www.ncsu.edu/dso/students> or call 515-7653, voice and 515-8830, TTY). For more information on NC State's policy on working with students with disabilities, please see <http://policies.ncsu.edu/regulation/reg-02-20-01>. Students with verified disabilities are encouraged to make an appointment with the instructor to discuss academic accommodations."

Diversity Policy

This course fosters free and open dialogue, the acceptance and discussion of different opinions, and mutual respect among class members. Please consult NC State regulations at <http://policies.ncsu.edu/policy/pol-04-25-05>.

Study Abroad

Every student is encouraged to spend a summer, a semester, or a year studying abroad. The benefits of studying abroad are innumerable. Discuss with your professor and attend the Study Abroad Fair.

Scholarships: are available through the Study Abroad site: <http://studyabroad.ncsu.edu/>.

Online Course Evaluations

Online class evaluations will be available for students to complete during the last 2 weeks of the semester and become unavailable before finals begin. Students will receive an email message directing them to a website where they can login using their Unity ID and complete evaluations. All evaluations are confidential; instructors will not know how any one student responded to any question, and students will not know the ratings for any instructor.

Evaluation website: <https://oirp.ncsu.edu/surveys/classeval/for-students>

Additional Suggestions for Success in this Course

1. Watch the assigned film and complete all your assignments before coming to class so that class time can be devoted to thought-provoking and stimulating conversations.
2. Bring your materials to class.
3. Actively participate in every discussion.
4. Respect the opinions of others in the class.

5. Keep an open mind! This is a course where you'll make many new discoveries about how people think and act.
6. Ask questions!
7. Take advantage of your instructor's office hours. It is time set aside especially for you.

Course Schedule

Please Note: This course meets for 1 hour and 15 minutes twice each week
Activities and assignments are subject to change based on need and progress made

Date	
JANUARY	
Wednesday Jan 7	In Class: Introduction / Facts about Egypt / Screening of and commenting on film clips representing early films
Monday Jan 12	In Class: Continued from 1/7. Introduction / Facts about Egypt / Screening of and commenting on film clips representing early films
Wednesday Jan 14	Homework: Read over the information about Egypt under the following links, and write 2 paragraphs about the things you find interesting and things you didn't know: http://www.cnn.com/2013/07/03/world/africa/egypt-fast-facts/ http://travel.nationalgeographic.com/travel/countries/egypt-facts/ You may also read the following for fun: http://facts.randomhistory.com/interesting-facts-about-egypt.html The following list has many relevant and important facts about the country: https://www.cia.gov/library/publications/the-world-factbook/geos/eg.html In class: Discussion on Egypt / Screening of and commenting on film clips representing later films.
Monday Jan 19	No Class: Martin Luther King, Jr. Day
Wednesday Jan 21	Homework: Watch Shore of Love, Itihad Elfananeen, 1950. Answer questions in writing. In Class: Discussion on representations of love, deceit, good vs. evil, friendship, honor, socio-economic classes, gender roles.
Monday Jan 26	Homework: Watch Cairo Station, Youssef Chahine, 1958. Answer questions in writing. In Class: Discussion on representations of love, lust, the underprivileged, the marginalized, government authority, city life, street children, the industrialization age, gender roles.
Wednesday Jan 28	Homework: Read Armbrust: Introduction & "The White Flag". Take notes. In Class: Discussion of reading
FEBRUARY	
Monday Feb 2	Homework: Watch The Nightingale's Cry, Henry Barakat, 1959. Answer questions in writing. In Class: Discussion on representations of love and death, revenge, betrayal, patriarchal culture, honor killing, life in the village and life in the city, family, arranged marriage, the drama of the human condition
Wednesday Feb 4	Homework: Read Armbrust: The split vernacular & The gifted musician. Take notes. In Class: Discussion of reading
Monday Feb 9	Homework: Watch Mother of the Bride, Atef Salem, 1963. Answer questions in writing. In Class: Discussion on representations of family, money, the right of women to education, the Nasser agenda on women, honor, bureaucracy, traditions, old social order/new social order, Muslim/Christian relationships, love, marriage
Wednesday Feb 11	Homework: Review for test In Class: Test 1
Monday Feb 16	Homework: Watch The Night of Counting the Years, Chadi Abdel Salam, 1969. An online streaming version is freely available via: http://archive.org/details/The_Night_of_Counting_the_Years . Make sure to turn the English subtitles option on. Answer questions in writing. In Class: Discussion on representations of struggle between tradition and progress, city and countryside, family honor, life and death, patriarchal order, national identity, alienation, hope
Wednesday Feb 18	Homework: Read Armbrust: Classic, clunker, national narrative. Take notes. In Class: Discussion of reading
Monday Feb 23	Homework: Watch Adrift on the Nile, Hussein Kamal, 1971. Answer questions in writing. In Class: Discussion on representations of escapism, pursuit of happiness through debauchery,

	government inefficiency, lack of purpose, lack of values, spiritual emptiness, social alienation, futility of life, identity crisis, nihilism
Wednesday Feb 25	Homework: Read Armbrust: Popular commentary, real lives. Take notes. In Class: Discussion of reading
MARCH	
Monday March 2nd	Homework: Watch Alexandria ... Why? Youssef Chahine, 1978. Answer questions in writing. In Class: Discussion on representations of cultural identity, coming of age, homosexuality, minorities, family, friendship, social order, education, America, corruption, world War II, Palestinians
Wednesday March 4	Homework: Research and find the film you'll do final presentation and paper on. In Class: Continue researching the film you will present at end of semester. Please read directions for Oral Presentation & Final Paper on syllabus.
Monday-Friday March 9-13	No Class: Spring Break
Monday March 16	Homework: Watch Terrorism and Kebab, Sherif Arafa, 1992. Answer questions in writing. In Class: Discussion on representations of government inefficiency, corruption, lack of productivity, false religiosity, heroism, terrorism, acceptance of status quo
Wednesday March 18	Homework: Review for test In Class: Test 2: Night of Counting the Years , Adrift on the Nile , Alexandria ... Why?, Terrorism and Kebab
Monday March 23	Homework: Watch A Citizen, a Detective, and a Thief, Daoud Abdel Sayed, 2001. Answer questions in writing. In Class: Discussion on representations of cultural and societal conflicts, religion, treatment of women, social justice, judicial system, government corruption, police brutality, possible solution to conflicts
Wednesday March 25	Homework: Read Armbrust: Popular commentary, real lives. Take notes. In Class: Discussion of reading
Monday March 30	Homework: Watch The Yacoubian Building, Marwan Hamed, 2006. Answer questions in writing. In Class: Discussion on representations of business world, transformation of the city, corruption, family relations, old aristocracy, terrorism, social classes
APRIL	
Wednesday April 1st	Homework: Read Armbrust: "Vulgarity". Take notes. In Class: Discussion of reading
Monday April 6	Homework: Watch Sheherazade, Tell Me a Story, Yousry Nasrallah, 2009. Answer questions in writing. In Class: Discussion on representations of love, anger, revenge, marriage, status of women in society, life in the city, the mentally ill, role of the media, censorship, government corruption
Wednesday April 8	Homework: Watch Everything is Fine, Niazi Mostafa, 1937. Answer questions in writing. In Class: Discussion on difference between earlier and more recent representations of Egyptian culture in films.
Monday April 13	Homework: Review for test In Class: Test 3: A Citizen, a Detective, and a Thief; The Yacoubian Building; Sheherazade, Tell Me a Story; Everything is Fine
Wednesday April 15	Presentations
Monday April 20	Presentations
Wednesday April 22	Presentations / Last Day of Class / Final paper due

**Students to be contacted in case of an absence, and for group discussion,
film-viewing and studying**

Name

E-mail address

Phone Number

HI 252 SAMPLE SYLLABUS



French workmen prepare to send the Statue of Liberty as a gift to the United States, 1878

Modern US History HI 252-007 North Carolina State University, Fall 2015
Tuesdays & Thursdays 1:30-2:45pm 140 Withers Hall

Professor Matthew Morse Booker

Email: mmbooker@ncsu.edu Tel: (919) 513-1431

Office: 274 Withers Hall Office Hours: Thursdays 3:00pm-4pm

Teaching Assistant Ethan Ley

Email: erley@ncsu.edu Office Hours: Please email to set up an appointment

Catalog Description: Themes in modern American history: impact of war on American foreign and domestic policy; the repercussions of industrialization and economic modernization; continuity and change in American institutions and values; problem solving in pluralistic society.

Between 1865 and the 1980s the United States emerged from shattered and divided disunion with weak claims to western territories to become a diverse, powerful continental and world empire. These changes were neither inevitable nor welcomed by everyone. By listening to the voices of people in the past, we will try to answer a series of perplexing questions in American history, including: What does freedom mean? Who is an American? What is the proper relationship between individuals and government? What is the proper role of the United States in the world, and the complications of national and international expansion, particularly warfare? Our course begins in the aftermath of the Civil War and ends in the waning days of the Cold War, each event marking the end of an era and the beginning of another.

Objectives: This course is organized around a series of fundamental problems for all Americans, problems that can only be answered historically. Students will:

- Learn to read, think, and write historically.
- Develop writing skills by testing and improving evidence-based argument.
- Practice critical thinking by analyzing challenging texts.
- Take responsibility for their own education by asking and answering questions.

The course content covers modern U.S. history. Students will:

- analyze and explain some of the economic, social, political, environmental and cultural causes that together transformed American life.
- analyze and explain the creation of a modern, activist state, the expanding power of government in the economy and daily life, and the expansion of state power across the continent and abroad.
- critically examine struggles over the meaning of citizenship, changing relations of the individual with the community, and evolution of the American family.

This course also fulfills a General Education requirement for Humanities. Students will:

- engage in the human experience through the interpretation of evidence from the past in the modern American context.
- become aware of the act of historical interpretation, through which historians use varieties of evidence to offer perspectives on the meaning of the past.
- make academic arguments about history using reasons and evidence supporting those reasons that are appropriate to the historical discipline.

Expectations: Education is a shared endeavor. You are expected to create and maintain a respectful classroom environment. You are expected to be responsible, prepared and to avoid distracting your instructors, fellow students and yourself. Thus:

- Phones, beepers and communication devices are never allowed.
- Electronics including laptops, tablets and recorders are allowed only in the designated area of the classroom.
- Please contact the instructor immediately about any planned absences.
- You must read all of the assigned material each day before coming to class.

- You must contribute to discussion. Respect each other when speaking or listening. There is a fine line between free speech and hateful speech. The former is critical to learning; the latter stifles it. If in doubt about the distinction, please ask.
- You are expected to come to class on time, place your entire attention on the course for the duration, and remain for the entire class period.
- Discreet eating and drinking is okay if you respect your neighbors and clean up.

Drop/Add Policy: Adds are conducted through the university registration website. It is the STUDENT'S responsibility to drop a class! If you wish to drop, YOU MUST DROP THE CLASS BY OCTOBER 16 or you will fail the course and receive no credit.

<http://registrar.ncsu.edu/calendars/academic/#fall>

Career Planning: Explore career options related to your major, make decisions about your major or minor, build resumes and cover letters, prepare for interviews, develop internship/ job search strategies, maximize career fairs, and more. Your CHASS career contacts are Jane Matthews and Woody Catoe. Make appointments through ePACK – ncsu.edu/epack

Disabilities: Students with personal, medical or physical barriers to success should contact the instructor as soon as possible. Reasonable accommodations will be made for students with verifiable disabilities. Students needing assistance must register with Disability Services for Students. <http://dso.dasa.ncsu.edu/register-dso>

Coping resources: This class will require a great deal of your energy and your time. Depending upon your previous experience with humanities courses and the requirements of this discipline, you may find the assignments and reading load difficult. Many persons and resources are available to help you succeed. Instructors hold weekly office hours where you can ask questions and raise concerns about assignments and the course in general. The tutorial center, www.ncsu.edu/tutorial_center/ provides free writing and public speaking assistance to undergraduates. Use these resources!

Supporting fellow students: Occasionally, you may come across a fellow classmate whose personal behavior concerns or worries you. If this is the case, please contact NC State Students of Concern at <http://studentsofconcern.ncsu.edu>.

Student evaluations: Students will evaluate the course during the last two weeks of class. Please evaluate this course! Professor Booker appreciates your detailed, constructive comment; it will improve the way he teaches and directly benefit future students. All evaluations are confidential; instructors will never know how any individual student responded to any question. Details: <http://oirp.ncsu.edu/eval/clev/students-info>

Course website: All assignments will be submitted via the course website. It is a critical resource in the course. Visit early and often: <https://wolfware.ncsu.edu/>

Attendance: You may miss three unexcused classes without penalty. *Each additional unexcused absence from class will cost you one percentage point from your final grade (e.g.*

Your first unexcused absence means your 80% B- becomes a 79% C+). Refer to the university's policy for excused absences. <http://policies.ncsu.edu/regulation/reg-02-20-03>

Grading: History is a disciplined way of understanding our world as well as the record of the past. The goal is for you to learn to think historically by reading and writing historically. The assignments in this course are designed to assess your performance. They are also intended and designed to enhance your learning experience. There are no "busy work" assignments.

You are expected to complete exams and written assignments within the time period allotted. Except for prior arrangement with the instructor or serious, proven emergency, *no late assignments will be accepted.*

Grades in this course will be calculated as follows:

93-100% A	90-92% A-	87-89% B+	83-86% B	80-82% B-	77-79% C+	73-76% C
	70-72% C-	67-69% D+	63-66% D	60-62% D-	0-59% F	

25% Participation: Informed discussion, exercises, quizzes, and writing assignments are required elements of this course and are worth twenty five percent of your course grade.

25% Midterm exam: An exam consisting of short identification questions and essay questions administered in class on **THURSDAY OCTOBER 1** will make up twenty five percent of your final grade.

25% Midterm exam 2: An exam consisting of short identification questions and essay questions administered in class on **THURSDAY NOVEMBER 12** will make up twenty five percent of your final grade.

25% Final exam: A comprehensive examination consisting of short identification questions and essay questions administered in 140 Withers Hall on **TUESDAY DECEMBER 8 FROM 1:00PM-4:00PM** will make up twenty five percent of your final grade.

Writing requirements: History, like all disciplines, has specific methods. In this class, all evidence must be cited to the original source. With few exceptions, your arguments in this class will be based on assigned readings. *Never use Internet sources and always cite your evidence.* Use parenthetical citations with page numbers. Confused about citations? See this link and ask instructor: <http://leo.stcloudstate.edu/research/apaintext.html>

Cheating: All students at North Carolina State are bound by the Honor Code to neither give nor receive unpermitted aid. Academic dishonesty in any form is totally unacceptable. Lying about attendance, cheating on exams, and submitting others' work as your own are examples of academic dishonesty. *Be certain you know the difference between working together and cheating.* Confused? Ask your instructor.

Cheating perverts historical inquiry, and will not be tolerated. Offenders will fail the course and will be reported to the University Office of Student Conduct, whose penalties include expulsion. Academic dishonesty is defined and punishments listed here:

<http://policies.ncsu.edu/policy/pol-11-35-01>

Texts: This course uses only primary sources, meaning all readings are by participants. There is no textbook. *You* are the historian, interpreting evidence and making an argument. Therefore, you must have reliable access to assigned texts. They are available at the NCSU Bookstore, off-campus bookstores, and from online vendors such as www.powells.com Copies of each book are on reserve at D. H. Hill Library, but there is no guarantee a book will be available when you need it. Prices below are from www.amazon.com Used copies are fine, but *you must have the 5th edition* of Shi & Mayer.

Required readings:

- Shi & Mayer, *For the Record*, 5th ed., vol. 2. \$34 ISBN 9780393919417
- Jacob Riis, *How the Other Half Lives* (1890/1996) \$11 ISBN 9780140436792
- Nella Larsen, *Passing* (1929) \$9 ISBN 0142437271
- Anne Moody, *Coming of Age in Mississippi* (1968) \$11 ISBN 0385337817
- Tim O'Brien, *If I Die in a Combat Zone, Box Me Up and Ship Me Home* (1999) \$11 ISBN 0767904435

Note: The NCSU Bookstore has a package deal for the required document collection by Shi & Mayer plus an e-book copy of an *optional* textbook by Tindall & Shi. You may choose either the Shi & Mayer document collection or the bundle with *optional* textbook.

NOTE: This schedule is a proposed course of action, not a contract. Dates, assignments and topics are subject to change with notice. *All readings must be completed before class that day.*

Schedule	Assignment
Week 1: Reconstructing a Nation	
Th 8/20 An Uncertain Future	
Week 2: A New South	
T 8/25 What Would Freedom Mean?	Shi & Mayer chapter 17 13th, 14th and 15th Amendments (website)
Th 8/27 A New South?	Shi & Mayer chapter 19 pages 34-43
Week 3: Industrial Cities	
T 9/1 Claiming the West	Shi & Mayer chapter 19 pages 51-59; Riis introduction and chapters 1 & 2
Th 9/3 Industrial Work	Riis chapters 9-13; Shi & Mayer chapter 18
Week 4: The Gilded Age	

T 9/8 The Problem of the City	Shi & Mayer chapter 20
Th 9/10 The Incorporation of America	Riis chapters 14-20; Shi & Mayer chapter 21
Week 5: The Crisis of Capitalism	
T 9/15 Whose Fault is Poverty?	Shi & Mayer chapter 22 Riis chapters 21-end
Th 9/17 The Crisis of the 1890s	Larsen introduction; Shi & Mayer chapter 23
Week 6: Race and Empire	
T 9/22 Racism and Empire	Wilmington Riot Report (website); Larsen 9-47
Th 9/24 The Color Line	Larsen pages 51-81
Week 7: Reform and Reaction	
T 9/29 Who Were the Progressives?	Larsen pages 85-114
Th 10/1 MIDTERM EXAM	MIDTERM EXAM on material through 9/29

Week 8: War to End Wars	
T 10/6 Peace Without Victory	Shi & Mayer chapters 24 & 25
Th 10/8 FALL BREAK	No class
Week 9: Depression	
T 10/13 Bread Lines	Shi & Mayer chapters 26 & 27
Th 10/15 What the New Deal Did	"Fireside Chat" April 28, 1935 (website) Federal Writers Project, 1936-1940 (website)
Week 10: War Without Mercy	
T 10/20 The Road to War	Moody chapters 1-9
Th 10/22 War Without Mercy	Shi & Mayer chapter 28
Week 11: The War at Home	
T 10/27 Homefronts	Moody chapters 10-14
Th 10/29 Red Scare	Moody chapters 15-17; Shi & Mayer chapter 29
Week 12: Fears & Dreams	
T 11/3 Nuclear Families	Moody chapters 18-22 Shi & Mayer chapter 30
Th 11/5 Crabgrass Frontier	Moody chapters 23-25
Week 13: Civil Rights	
T 11/10 Local People	Moody chapters 26-end Shi & Mayer chapter 31 and pages 312-319
Th 11/12 MIDTERM EXAM	MIDTERM EXAM on material from 10/6-11/12

Week 14: Vietnam Wars	
T 11/17 Containment	O'Brien 1-50
Th 11/19 Quagmire	O'Brien pages 51-84; Shi & Mayer chapter 32
Week 15: Imperial Presidency	
T 11/24 The Imperial Presidency	O'Brien pages 85-122; Shi & Mayer chapter 33 Nixon Tapes, June 23, 1972 (website)
Th 11/26 THANKSGIVING	Holiday; no class
Week 16: Looking Backward	
T 12/1 Limits	O'Brien pages 123-178
Th 12/3 The Ends of History	O'Brien pages 179-209

FINAL EXAM

Tuesday December 8

1:00PM-4:00PM

140 Withers Hall

Contact: Withers 465, with office hours Mon/Wed/Fri 10:00-10:45 AM or by appointment. E-mail at dpbolger@ncsu.edu; telephone (919) 513-1437.

Purpose:

"I was a secret to my colleagues, and much of the time to myself."

John le Carre

"Well look, [the] CIA is an agency that has to collect intelligence, do operations. We have to take risks and it's important that we take risks."

Leon Panetta

"There is no such thing as a former KGB man."

Vladimir V. Putin

This course will examine the often deadly intelligence efforts that characterized the Cold War (USA vs. USSR) of 1945-1991. While the history of that era marks the major political, economic, and military events and trends, much occurred in the shadows. This wide-ranging intelligence competition, often deadly, affected—and was affected by—both American and Russian societies and cultures. This course will seek to describe this struggle to know and to conceal, and offer useful context to explain how and why it influenced the course of the Cold War. We will draw on selected readings to gain deeper insights into certain key aspects of the history of intelligence in the Cold War.

Our primary focus will be on understanding the evolving nature of intelligence in the Cold War. How did modern intelligence institutions arise in each major power? What was done, learned, and not learned in the crucible of World War II? How and why did the USSR and USA use their respective intelligence capabilities to set the course and tempo at the outset of the Cold War? What evolution of methods and organizations occurred as the Cold War dragged on? What was the changing balance between human factors and technologies? In the end, which side won—and why? We will consider the historical record and what it tells us about the nature and course of the intelligence rivalry that spanned the Cold War.

Societies organize themselves across time and space, and intelligence organizations reflect these cultural origins. We will look at similarities and differences across the Cold War as both America and Soviet Russia developed approaches and institutions to gain advantages. Each side had strengths. Each side had weaknesses. These played out as the Cold War unfolded. What happened in this intercontinental conflict from 1945 to 1991 affected millions of lives as it occurred and the results significantly influenced our present time.

While we will carefully consider certain American and Soviet institutions and technologies, the Cold War's intelligence history is and has been about much more than feared agencies or high-tech satellites. The Cold War era offers a rich source of invaluable personal perspectives that serve to illuminate and deepen our understanding of often dramatic events. We will look at the experiences of those who served in the intelligence elements behind the front lines of the dangerous U.S./Soviet competition. Their stories allow us to bring light to the shadows of that global struggle.

Course Objectives:

1. Describe and assess the definitions, nature, and relevant history of intelligence activities.

2. Explain and evaluate the characteristics of intelligence in World War II and assess how key people, important institutions, and useful methods were adopted by each of the major powers as the Cold War began.
3. Identify and analyze the nature and development of U.S. and Soviet intelligence capabilities in the early years of the Cold War, culminating in the Cuban Missile Crisis on 1962.
4. Summarize and synthesize the intelligence challenges of the later Cold War (1962-1991), and account for the societal, institutional, and technological aspects of each side's periods of ascendancy and decline.
5. Examine and appraise the value of primary sources in describing the personal experience of intelligence operations in the Cold War, making assessments on the basis of the perspectives of key U.S. and Soviet intelligence agencies.

Prerequisites: none

GEP Humanities Objective 1:

Obj. 1) Engage the human experience through the interpretation of culture.

1. Describe and assess the definitions, nature, and relevant history of intelligence activities. Societies organize themselves across time and space, and intelligence organizations reflect these cultural origins. We will look at similarities and differences across the Cold War as both America and Soviet Russia developed approaches and institutions to gain advantages. Each side had strengths. Each side had weaknesses. These played out as the Cold War unfolded.

Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

The course has two required research papers (4-5 pages). Each paper will require the student to assess a book: John Le Carre's *A Perfect Spy* (U.S./UK point of view) and then Viktor Suvorov's *Inside the Aquarium* (Russian point of view). The student will assess each book as if an officer in a U.S. or Soviet intelligence organization. The student may choose either perspective, and any agency in either country. In each paper, the student will briefly explain who wrote the book, what the book discusses, and why it matters (or doesn't matter) to the student and his or her counterparts in his or her particular intelligence entity as well as to those of the opponents. This interpretation will require the student to draw on course lectures as well as course readings. In addition, as the student makes the assessment, he or she is expected to use at least two primary and two secondary sources. This allows in-depth use of the D.H. Hill Library collections and databases.

GEP Humanities Objective 2:

Obj. 2): Become aware of the act of interpretation itself as a critical form of knowing in the humanities.

Examine and appraise the value of primary sources in describing the personal experience of intelligence operations in the Cold War, making assessments on the basis of the perspectives of key U.S. and Soviet intelligence agencies.

Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

The course has two required research papers (4-5 pages). Each paper will require the student to assess a book: John Le Carre's *A Perfect Spy* (U.S./UK point of view) and then Viktor Suvorov's *Inside the Aquarium* (Russian point of view). The student will assess each book as if an officer in a U.S. or Soviet intelligence organization. The student may choose either perspective, and any agency in either country. In each paper, the student will briefly explain who

wrote the book, what the book discusses, and why it matters (or doesn't matter) to the student and his or her counterparts in his or her particular intelligence entity as well as to those of the opponents. This interpretation will require the student to draw on course lectures as well as course readings. In addition, as the student makes the assessment, he or she is expected to use at least two primary and two secondary sources. This allows in-depth use of the D.H. Hill Library collections and databases.

GEP Humanities Objective 3:

Obj. 3) Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities.

Explain and evaluate the characteristics of intelligence in World War II and assess how key people, important institutions, and useful methods were adopted by each of the major powers as the Cold War began.

Identify and analyze the nature and development of U.S. and Soviet intelligence capabilities in the early years of the Cold War, culminating in the Cuban Missile Crisis on 1962.

Summarize and synthesize the intelligence challenges of the later Cold War (1962-1991), and account for the societal, institutional, and technological aspects of each side's periods of ascendancy and decline.

Measure(s) for the above outcome(s): *Describe the assessments that will be used to determine if students have achieved the outcome. Including a relevant example assignment/question/prompt is encouraged for clarity.*

The course requires three in-class tests. Each test addresses one of the periods (origins of the Cold War, early Cold War 1945-1962, and later Cold war 1962-1991) as described in the learning objectives above. The tests consist of three segments, offering a mix between objective and subjective material drawn from the readings and lectures.

1. Map terms (20%): The student will place ten of fifteen items on an outline map sheet provided. This assists the student in learning the geographic relationships that underlie key events in the history of Cold War intelligence.
2. Short answers (40%): The student will choose four out of six terms. For each selection, he or she will write a single-paragraph summary of a term's identification (who, what, when., where) and significance (why it matters). This allows the student to assimilate and relate basic factual information relevant to a deeper understanding of trends and developments across time and space in Cold War intelligence history.
3. Essay (40%): The student will choose one of three broad essay questions. For the chosen essay, the student will develop an argument and marshal specific supporting evidence from lectures and readings to reinforce the thesis presented.

Readings: Our principal text is Norman Friedman, *The Fifty Year War* (\$16.38). We will supplement that with two books: John Le Carre, *A Perfect Spy* (the Western perspective, \$14.40) and Viktor Suvorov, *Inside the Aquarium* (the Soviet point of view, \$11.00).

Grading: All grading will be A-F, +/-, in accord with the university scale, and following standard rounding procedures:

A+	97-100
A	93-96.9
A-	90-92.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9

C-	70-72.9
D+	67-69.9
D	63-66.9
D-	60-62.9
F	59.9-0

Tests: There will be three in-class tests. Each will count 20% of the final grade. The elements of each test are reflected on the study guide. Each test will have three parts:

1. Map: 20% (place ten of fifteen locations correctly on a blank map).
2. Identification and significance: 40% (answer four out of six; describe who, what, when, where, and why significant).
3. Essay: 40% (answer one out of three).

Research papers: There will be two research papers (minimum of four, maximum of five typed, double-spaced, 12-point font pages). Each counts for 20% of the final grade. Each will require you to choose a primary source as known from the historical record. Submit proposed topics for approval in accord with the syllabus. Turn in all papers printed out at the start of the class on the day due—no electronic submissions. Papers received late will be graded beginning at the top of the F scale (59.9%), meaning the best a late paper can get is an F.

Each paper will require you to assess a book: John Le Carre's *A Perfect Spy* and then Viktor Suvorov's *Inside the Aquarium*. You will assess each book as if you are an officer in a U.S. or Soviet intelligence organization. You may choose either perspective, and any agency in either country. In each paper, briefly explain who wrote the book, what the book discusses, and why it matters (or doesn't matter) to you and your counterparts in your particular intelligence entity as well as to your opponents. This will not be easy, and it will require you to draw on our course lectures as well as some outside reading.

In addition to the designated books, as you make your assessment, you are expected to use at least two *primary* and two *secondary* sources. Properly annotate the use of these sources. These definitions may assist as you array your sources.

Primary source: a document (or recording) created at the time under study, prepared by a person or persons with direct knowledge of a situation or event. Examples include official documents, personal letters, diaries, memoirs, contemporary news stories, and oral histories of participants or witnesses. A good place to find primary sources is among the notes for a secondary source. Robert M. Gates' *From The Shadows* is a good example of a primary source.

Secondary source: a document (or recording) which cites, comments, or builds on primary sources. Most history books and articles are secondary sources. Christopher Andrew's *KGB* is a fine secondary source.

Late assignments and incomplete grades: No late work will be accepted absent an official university excuse document, such as a medical statement or a court summons. Attendance Regulation (NCSU REG02.20.03) <http://policies.ncsu.edu/regulation/reg-02-20-03> Incompletes will be given in accord with university policy. Auditors are permitted but will not be evaluated for grades.

Academic integrity: Do your own work. Each quiz and paper will include a signed statement of the Pack Pledge: "I have neither given nor received unauthorized aid on this test or assignment." Plagiarism will be addressed in accord with University policy. The code of Student Conduct and associated policy (NCSU POL11.35.1) can be found here: <http://policies.ncsu.edu/policy/pol-11-35-01>.

Attendance: You are expected to come to class.

Students with disabilities. Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Services Office at Suite 2221, Student Health Center, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the [Academic Accommodations for Students with Disabilities Regulation \(REG02.20.01\)](#)

N.C. State Policies, Regulations, and Rules (PRR): Students are responsible for reviewing the NC State University PRR's located at <http://oucc.ncsu.edu/course-rights-and-responsibilities> which pertains to their course rights and responsibilities.

Electronically hosted course components: Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

Schedule (Subject to change with advance notice)

<u>Date</u>	<u>Subject</u>	<u>Reading</u>	<u>Notes</u>
Aug 17 Wed	1. The World's Second Oldest Profession		
Aug 19 Fri	2. Need to Know	F. Intro	
Aug 22 Mon	3. USSR: The Troika	F. Ch 1, 2	
Aug 24 Wed	4. Germany: Abwehr & Gestapo		
Aug 26 Fri	5. UK: Enigma	F. Ch 3	
Aug 29 Mon	6. USSR: The Warning		
Aug 31 Wed	7. USA: Pearl Harbor		
Sep 2 Fri	8. USA: The FBI		
Sep 5 Mon	Holiday		
Sep 7 Wed	9. USA: Midway		
Sep 9 Fri	10. USSR: The Red Orchestra		
Sep 12 Mon	11. UK: Ultra		
Sep 14 Wed	12. USA: The OSS	F. Ch 4	
Sep 16 Fri	13. Test #1		
Sep 19 Mon	14. The Iron Curtain	F. Ch 5, 6	
Sep 21 Wed	15. USA: Gehlen	F. Ch. 7	
Sep 23 Fri	16. USSR: The Organs	F. Ch. 8, 10	
Sep 26 Mon	17. USA: The Community	F. Ch 11	
Sep 28 Wed	18. Atom Spies	F. Ch 12, 13	
Sep 30 Fri	19. The Korean War	F. Ch 14	
Oct 3 Mon	20. USA: McCarthy's Shadow	F. Ch 15	
Oct 5 Wed	21. USA: Covert Action	Le Carre	Paper #1 due
Oct 7 Fri	Holiday		
Oct 10 Mon	22. <i>A Perfect Spy</i>	F. Ch 17, 19, 20	
Oct 12 Wed	23. Overflight	F. Ch 18, 21	
Oct 14 Fri	24. Wars of National Liberation	F. Ch 9, 16, 22, 23	
Oct 17 Mon	25. The Berlin Wall	F. Ch 24	
Oct 19 Wed	26. The Missiles of October	F. Ch 25	
Oct 21 Fri	27. Test #2		
Oct 24 Mon	28. The Vietnam War	F. Ch 28	
Oct 26 Wed	29. USA: 1968	F. Ch 26, 29	
Oct 28 Fri	30. USSR: 1968	F. Ch 27, 30	
Oct 31 Mon	31. USSR vs. PRC	F. Ch 31	
Nov 2 Wed	32. Detente	F. Ch 32	
Nov 4 Fri	33. USA: The Reckoning	F. Ch 33, 34	

Nov 7 Mon	34. USSR: On the March	F. Ch 35	
Nov 9 Wed	35. Terrorism		
Nov 11 Fri	36. <i>Inside the Aquarium</i>	<i>Suvorov</i>	Paper #2 due
Nov 14 Mon	37. USSR: Afghanistan		
Nov 16 Wed	38. USA: Nicaragua	F. Ch 37	
Nov 18 Fri	39. Able Archer	F. Ch 36	
Nov 21 Mon	40. Nobody's Side	F. Ch 38	
Nov 23 Wed	Holiday		
Nov 25 Fri	Holiday		
Nov 28 Mon	41. The Wall Comes Down		
Nov 30 Wed	42. Aftershocks		
Dec 2 Fri	Reading Day		
Exam Week	43. Final Exam		

SW 490: Field Seminar

Instructor: Barbara A Zelter, Lecturer & BSW Field Coordinator

Office: 1911 Bldg 202C

Phone: 919-513-7503

Email: bazelter@ncsu.edu

Course Description:

Weekly integrative seminar taken in conjunction with SW 491, Community-Based Field Internship. Field seminar provides students the opportunity to discuss and reflect upon their practice of social work skills through dialogue and discourse facilitated by a faculty member who develops a professional environment for students to discuss and reflect upon their agency-based field placement experience. Through organized group discussion and assignments, students use critical reflection pedagogy to discuss their application of professional social work. The foundation of the seminar is the reflection on evidence-informed practices, with emphasis on social and economic justice, in the students' work with individuals, families, groups, organizations, and communities.

Course Rationale:

The Council on Social Work Education considers field internships to be the "signature pedagogy" of social work training. SW 490, Field Seminar, offers students the opportunity to reflect on their weekly agency experiences in light of social work theory, ethics, and evidence-informed practice research. Action without reflection does not necessarily constitute professional learning. It is in Field Seminar that the students link course learnings from their entire BSW training with practice realities. Concurrently, SW 490 and SW 491 courses provide an action/reflection model of pedagogy.

Mission Statement of the NCSU Department of Social Work:

The mission of the Department of Social Work is to prepare students for practice that is sensitive to the social, economic, cultural, demographic and political contexts that shape our state and beyond. Within a framework emphasizing professional ethics, social justice, diversity, strengths and community engagement, the department seeks to equip students for leadership roles and effective practice.

Mission Statement for the NCSU BSW Program:

Consistent with the mission of the University and EPAS (2008) requirements for the Council on Social Work Education, the Baccalaureate Social Work Program's mission is to prepare students for entry-level professional generalist practice throughout urban and rural areas of North Carolina, a state that is striving to accommodate the needs of a growing and diverse populace. It is the program's vision that graduates will possess the knowledge, values, and skills to respond competently to the service needs of diverse client populations and to the contexts that shape the needs of clients and service delivery systems throughout the state. Further, graduates are expected to promote human and social well-being through the provision of social work services that advance human rights and social and economic justice.

Prerequisites for SW 490:

The entire curriculum contributes to preparation for practice; therefore, the student is required to successfully complete the undergraduate curriculum requirements for a BSW degree before enrolling in SW 490. Specifically, these courses are: SW 201, SW 290, SW 300, SW 307, SW 310, SW 312, SW 320, SW 405, SW 408, and SW 480. SW 491 is a corequisite

Student Learning Outcomes and Expected Practice Behavior Outcomes:

Upon completion of the course, the student will be able to fulfil the following Education Policy and Accreditation Standards (EPAS) of the national Council on Social Work Education (CSWE):

1. Identify as a professional social worker and conduct oneself accordingly. EPAS 2.1.1
2. Apply social work ethical principles to guide professional practice. EPAS 2.1.2
3. Apply critical thinking to inform and communicate professional judgments. EPAS 2.1.3
4. Engage diversity and difference in practice. EPAS 2.1.4
5. Advance human rights and social and economic justice. EPAS 2.1.5
6. Engage in research-informed practice and practice-informed research. EPAS 2.1.6
7. Apply knowledge of human behavior and the social environment. EPAS 2.1.7
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

EPAS 2.1.8

9. Respond to contexts that shape practice. EPAS 2.1.9

10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.
EPAS 2.1.10(a)-(d)

PRACTICE BEHAVIORS RELATED TO STUDENT LEARNING OUTCOMES (SLO), ASSIGNMENTS, AND COURSE CONTENT

The assignments in SW 490 (case study, forums, critical reflection paper) will address the following CSWE Core Competencies and practice behaviors:

Core Competency 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

- a. Advocate for client access to the services of social work (SLO # 3)
- b. Practice personal reflection and self-correction to assure continual professional development (SLO # 5)
- c. Attend to professional roles and boundaries (SLO #5)
- d. Engage in career-long learning (SLO #2)

Core Competency 2.1.2—Apply social work ethical principles to guide professional practice.

- a. Recognize and manage personal values in a way that allows professional values to guide practice (SLO # 2)
- b. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles (SLO #5)
- c. Tolerate ambiguity in resolving ethical conflicts (SLO #4)
- d. Apply strategies of ethical reasoning to arrive at principled decisions (SLO #2)

Core Competency 2.1.3—Apply critical thinking to inform and communicate professional judgments.

- a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom (SLO #1)

Core Competency 2.1.4—Engage diversity and difference in practice.

- a. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power (SLO #1, 3)
- b. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups (SLO #2)
- c. Recognize and communicate their understanding of the importance of difference in shaping life experiences (SLO #6)
- d. View themselves as learners and engage those with whom they work as informants (SLO #2, 3, 5)

Core Competency 2.1.5—Advance human rights and social and economic justice.

- a. Understand the forms and mechanisms of oppression and discrimination (SLO # 1, 3)
- b. Advocate for human rights and social and economic justice (SLO #3)
- c. Engage in practices that advance social and economic justice (SLO #3)

Core Competency 2.1.6—Engage in research-informed practice and practice-informed research.

- a. Use practice to inform scientific inquiry (SLO #6)
- b. Use research evidence to inform practice (SLO #6)

Core Competency 2.1.7—Apply knowledge of human behavior and the social environment.

- b. Critique and apply knowledge to understand person and environment (SLO #1, 3, 4, 5)

Core Competency 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

- a. Analyze, formulate, and advocate for policies that advance social well-being (SLO #3, 6)

Core Competency 2.1.9—Respond to contexts that shape practice.

- a. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services (SLO #6)
- b. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services (SLO #3, 6)

Core Competency 2.1.10—Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities.

d. Evaluation (SLO #6)

COURSE EXPECTATIONS

- Be in place by 8:55 a.m. for each Friday's Field Seminar and be fully prepared for all assignments, group work, and planned class activities.
- Actively engage with others in seminar and generally promote a positive learning environment.
- Show respect for the instructor and one another by silencing phones and using electronic devices ONLY for class purposes.

COURSE MANAGEMENT SYSTEM

The assignments and all course expectations and documents will be posted on Moodle. **It is the students' responsibility to check Moodle on a regular basis for information and updates.** <http://wolfware.ncsu.edu>

ANNOUNCEMENT FORUMS

Do check your e-mail daily for possible Instructor Announcements, as important news about the course will come to you through that venue. Please use the Student Announcements and Sharing Forum to share any course-related items with others, or to ask one another questions about the course.

ATTENDANCE POLICY

Attendance is required and expected at every class. Please be seated and ready to begin by 8:55. If you know you will be late or absent for good cause, e-mail the instructor before class time. If a student is absent from class the day an assignment is due, the student is nevertheless responsible for turning in the assignment on time. See the following webpage for university attendance regulations: <http://policies.ncsu.edu/regulation/reg-02-20-03>

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CONFIDENTIALITY

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Electronically hosted course components

Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.”

N.C. State Polices, Regulations, and Rules (PRR): *“Students are responsible for reviewing the NC State University PRR’s located at <http://dso.dasa.ncsu.edu/rights-and-responsibilities> which pertains to their course rights and responsibilities.”*

ACADEMIC INTEGRITY

The students and faculty of the Department of Social Work affirm and adhere to essential values of honesty and integrity in all their academic endeavors. Academic dishonesty such as plagiarism and cheating is prohibited in all academic situations and will be penalized accordingly. Violations of academic integrity will result in a failing grade for the course and will be reported to the department head. Violations include:

- Plagiarism, which means representing another’s ideas, writings, words, and/or work as one’s own without proper acknowledgment and citation;
- Obtaining another person’s assistance on academic work you are expected to complete independently;
- Giving assistance to another student on work that individual is expected to complete independently;
- Reporting false data in support of fieldwork.

If the instructor suspects plagiarism or cheating, the student may be asked to produce any or all of the following: notes, outlines, rough drafts, copies of specific pages from sources, and/or complete sources. The code of Student Conduct and associated policy (NCSU POL11.35.1) can be found here: <http://policies.ncsu.edu/policy/pol-11-35-01> ; students will be expected to sign as appropriate the Pack Pledge. "I have neither given nor received unauthorized aid on this test or assignment"

SUPPORTING FELLOW STUDENTS IN DISTRES

As members of the NC State Wolfpack community, we each share a personal responsibility to express concern for one another and to ensure that this classroom and the campus as a whole remains a safe environment for learning. Occasionally, you may come across a fellow classmate whose personal behavior concerns or worries you. When this is the case, I would encourage you to report this behavior to the NC State Students of Concern website: <http://studentsofconcern.ncsu.edu>. Although you can report anonymously, it is preferred that you share your contact information so they can follow-up with you personally.

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NCSU ACADEMIC CALENDAR

See this link for the Spring 2016 NCSU Academic Calendar: <http://registrar.ncsu.edu/calendars/academic/#spring>

GRADING SCALE

Effective with the fall semester of 2014, to standardize grading, the following numerical scales are approved as a general guideline for courses within the Department of Social Work:

Letter Grade	Lower limit of Range	Upper Range Limit
A+	97	100
A	94	96.999
A-	91	93.999
B+	88	90.999
B	85	87.999
B-	82	84.999
C+	79	81.999
C	76	78.999
C-	73	75.999
D+	70	72.999
D	67	69.999
D-	64	66.999
F	<64	<64

EVALUATION IN SW 490

The 100% total points for a final grade in SW 490 are computed based on a combination of Field Seminar participation and assignment grades as outlined below.

ASSIGNMENTS

This course requires active participation during weekly discussion and reflection. The assignments include a reflection paper, a case study, forum reflection on boundaries and forum reflection on supervision.

Active participation	2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.1.10 (a-d)	20% of grade	Due:
Forum Reflection: Boundaries	2.1.1, 2.1.2, 2.1.3, 2.1.9	10% of grade	Due:
Forum Reflection: Supervision	2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.9	10% of grade	Due:
Case Study	2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.1.10 (a-d)	30% of grade	Due:
Reflection Paper	2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.1.10 (a-d)	30% of grade	Due:

ASSIGNMENT DESCRIPTIONS

Forums

All forum discussions must include at least three paragraphs. Your written work in each forum should demonstrate professional level writing and critical reflection. You should not write as if you are using Twitter, Facebook or other social media. It must be evident that you have put both thought and effort in your forum discussion.

Forum on Professional Boundaries

It can be tempting to see some clients as friends because you have such good rapport with them. This behavior confuses clients, because they see you as a helping professional. This blurring of boundaries happens most often with those new to the profession. Therefore, student social workers are at-risk.

Has your agency discussed the issue of boundaries? How do you feel about maintaining professional boundaries? What are some tools or phrases that you might use to maintain professional boundaries?

Write your response and respond to at least one other person. I look forward to reading the responses from each of you.

(If you find that you are getting notices each time there is a new post, and you do not want this, you probably need to change your settings.)

Forum on Supervision

Discuss two situations in which your agency supervisor gave you helpful correction or significant guidance.

Reply to the comments of at least one other student.

CRITICAL REFLECTION ASSIGNMENT

The purpose of this assignment is to compare your expectations about your internship with your experiences in your Field Placement. You will draw upon knowledge gained in all BSW academic courses.

Format of the paper

A critical writing assignment is different from other academic papers. It focuses on your thoughts, feelings, emotions, responses, and opinions as the basis for your analysis.

Prepare an APA style paper, around 3-5 pages, with a cover sheet and these headings:

PAPER MUST INCLUDE:

Agency Information

Basic information on your agency: name, location, type (non-profit, for-profit, governmental...), clientele served, etc.

Expectations

Why did you select this agency? What did you expect from this agency experience?

Experiences

What are your thoughts and feelings about the client population? What are your thoughts and feelings about the social workers in the agency? What has surprised you about your experiences at the agency so far? What ethical encounters have you encountered?

Relevance of BSW Education

How did social work classes prepare you for the experience? What do you wish you had known before going to this agency? What tips and insights would you share with an intern who may follow you at the agency?

Your Contributions and Conclusion

What do you hope will be your greatest contribution to the clients and/or agency? What are a few of the main learnings that you believe you will take away from this internship experiences?

CASE STUDY ASSIGNMENT

Social workers are often called upon to present cases to other professionals within their agency or to multidisciplinary teams. In order to do this, you must be able to identify significant facts and observations about a client and present a clear, concise, objective verbal summary. The purpose of this assignment is to provide each student with the opportunity to develop and present a relevant case and respond to critical feedback.

In this assignment you will:

1. Learn to identify and summarize significant facts and observations about a client you have worked with during the semester.
2. Develop your ability to present information about one case and engage in consultation with colleagues about the situation.
3. Engage in critical analysis of your own practice and emerging professionalism.

Format of the paper

Prepare an APA style paper, around 5-10 pages, with cover sheet and these headings:

Introduction

- Your field agency and your role.
- The basic category of the case (e.g., child in foster care having school troubles; domestic violence case; elder coming out of the hospital needing home care, etc.)
- Why you selected this case situation for analysis.

Case Situation

- Background information including client's name (do not use real names), age, family configuration and general relationship status; living situation, education, work history, health status, and other relevant environmental factors. Include your sources for this information (client, case record, family members, other professionals, etc.).
- Explanation of how/why the individual became a client of your agency.

- Description of the client’s presenting problem/need/concern when you first met.
- Strengths and assets you observed in the person and his/her ecosystem; these could include inner resources, skills and abilities, formal or informal support systems, material supports, etc.
- Elements presenting notable challenges in remedying the situation.

My Role and the Treatment Plan

- Were you the only person working with this client? If not, what were the roles and positions of the other team members? How was your Field Instructor or your Task Supervisor involved, if at all?
- What was your recommended treatment plan or course of action: goals, objectives, steps? How did you go about developing this plan? Could your agency handle what was needed or did you need to go outside the agency for further resources or partnerships?
- What theories from your practice classes informed your decisions?
- Did you have any ethical dilemmas as you dealt with this case, and if so, how did you handle those?
- What new learning or research did you need to undertake to address the situation? What did you wish you knew more about, to feel skilled in assisting in this case situation? Where might you find that information or practice wisdom?

Outcomes

- Where does the situation stand now? Is the case closed? Referred elsewhere? Still open? How did the client express satisfaction or lack of satisfaction with what you and your agency provided?

Reflection

- What is your self-assessment as to your role in this case? What do you feel you did well; what might you have done differently? What feedback did you receive from your supervisor, if any?
- If you have a similar situation in the future, what are some of the main learnings you can bring from this case experience?

SCHEDULE (subject to change with appropriate notification to students)

Every class session focuses predominantly on small-group and full-group reflection on your week in field. At agency sites, we will start with an agency tour then proceed to our seminar room for discussion, with occasional guest speakers.

Date	EPAS	Topic	Assignments
Week 1	2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.1.10 (a-d)	Field Orientation	Introduction and scope, definitions, major issues, applications, agency orientation at placement site, agency presentations
Week 2	2.1.1, 2.1.2, 2.1.3, 2.1.4,	Field Education Seminar at Community Agency	<ul style="list-style-type: none"> • Facilitated group discussion, reflection and oversight of field experience Discuss Ethics in Social Work Boundary issues Communication skills Time management skills Professional Boundaries Forum Due
Week 3	2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.10 (a-d)	Field Education Seminar at Community Agency	Facilitated group discussion, reflection and oversight of field experience <ul style="list-style-type: none"> • Discuss problem-solving Discuss Strength-based perspective of the client
Week 4	2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6,	Field Education Seminar at Community Agency	Facilitated group discussion, reflection and oversight of field experience

	2.1.7, 2.1.10 (a-d)		<ul style="list-style-type: none"> Discuss Self-care and Counter transference Individual agency visits begin for Work Plan review
Week 5	2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.10 (a-d)	Field Education Seminar at Community Agency	Facilitated group discussion, reflection and oversight of field experience <ul style="list-style-type: none"> Discuss effective use of supervision Supervision Forum Due
Week 6	2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.1.10 (a-d)	Field Education Seminar at Community Agency	Facilitated group discussion, reflection and oversight of field experience <ul style="list-style-type: none"> Review any questions regarding meeting competencies Completed Work Plan Due
Week 7	2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5,	Field Education Seminar at Community Agency	Facilitated group discussion, reflection and oversight of field experience <ul style="list-style-type: none"> Discuss social worker burn out and how to avoid
Week 8	2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9,	Field Education Seminar at Community Agency	Facilitated group discussion, reflection and oversight of field experience <ul style="list-style-type: none"> Discuss issues of social justice and client advocacy in your agency
Week 9	2.1.6, 2.1.9	Field Education Seminar at Community Agency	Facilitated group discussion, reflection and oversight of field experience <ul style="list-style-type: none"> Discuss how research and evaluation apply to your agency
Week 10	2.1.1, 2.1.7, 2.1.8, 2.1.9	Field Education Seminar at Community Agency	Facilitated group discussion, reflection and oversight of field experience <ul style="list-style-type: none"> Discuss Human Behavior and development and how they apply to your clients
Week 11	2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.7, 2.1.8, 2.1.9, 2.1.10 (a-d)	Field Education Seminar at Community Agency	Facilitated group discussion, reflection and oversight of field experience <ul style="list-style-type: none"> Discuss difficult client or agency behaviors that you have observed Critical Reflection Assignment Due
Week 12	2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.1.10 (a-d)	Field Education Seminar at Community Agency	Facilitated group discussion, reflection and oversight of field experience <ul style="list-style-type: none"> Discuss human rights and economic justice in your agency
Week 13	2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.8, 2.1.9	Field Education Seminar at Community Agency	Facilitated group discussion, reflection and oversight of field experience <ul style="list-style-type: none"> Discuss how professional social workers respond to changing conditions in society Final Field Visits begin
Week 14	2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.1.10 (a-d)	Field Education Seminar at Community Agency	Facilitated group discussion, reflection and oversight of field experience Case Study Due
Week 15	2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6,	Field Education Seminar at Community Agency	Facilitated group discussion, reflection and oversight of field experience

	2.1.7, 2.1.8, 2.1.9, 2.1.10 (a-d)		Final evaluation begin
Week 16	2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.1.10 (a-d)	Field Education Seminar at Community Agency	Facilitated group discussion, reflection and oversight of field experience Final Evaluations conclude

In addition the official Department of Social Work Field Manual, the following references are used in this course. The Field Manual can be found and downloaded from the department website.

References (available from the course Moodle site)

Fisher-Borne, M., Hall, J. K., & Casstevens, W. J. (2014). MSW student perception of evaluation research as a capstone project: A pilot study. *Field Educator*, 4(2), 1-11.

Harr, C., Moore, B. (2011) Compassion fatigue among social workers in field placement. *Journal of Teaching in Social Work*. 31(3).

Knight, C. (2014). Students' Attitudes Towards and Engagement in Self-Disclosure: Implications for Supervision. *The Clinical Supervisor* 33(2,) 163-181.

Pereira, M., Retrum, J. H., & Forness, S. R. (2013). Factors affecting BSW students' choices in initial field placement: A Racial/Ethnic comparison. *The Journal of Baccalaureate Social Work*, 18, 89-102. Retrieved from <http://search.proquest.com/docview/1680149947?accountid=12725>

Pritzker, S., Lane, S.R. (2014). Field Note-Integrating Policy and Political Content in BSW and MSW Field Placements. *Journal of Social Work Education*. 50(4).

SW 491: Community-Based Field Internship

Instructor: Barbara A Zelter, Lecturer & BSW Field Coordinator

Office: 1911 Bldg 202C

Phone: 919-513-7503

Email: bazelter@ncsu.edu

Course Description:

This nine credit course is a co-requisite for, and is taken in conjunction with, SW 491 during the BSW student's final semester. Students must complete a range of 450 to 480 hours of supervised field agency internship in an approved community-based agency. It serves as a direct practice component of the culmination of knowledge gained in the BSW courses. Field placement provides students the opportunity to practice social work skills under the supervision of a professional social worker and apply evidence-informed practices, with emphasis on social and economic justice, in their work with individuals, families, groups, organizations, and communities.

Course Rationale:

The entire curriculum contributes to preparation for social work practice, but it is in field placement that the student faces the challenges and opportunities of professional responsibility. Field placement provides students with an opportunity to practice social work in an agency setting under the supervision of a qualified professional. Students apply concepts and knowledge from the classroom in a range of placement agencies.

Mission Statement of the NCSU Department of Social Work:

The mission of the Department of Social Work is to prepare students for practice that is sensitive to the social, economic, cultural, demographic and political contexts that shape our state and beyond. Within a framework emphasizing professional ethics, social justice, diversity, strengths and community engagement, the department seeks to equip students for leadership roles and effective practice.

Mission Statement for the NCSU BSW Program:

Consistent with the mission of the University and EPAS (2008) requirements for the Council on Social Work Education, the Baccalaureate Social Work Program's mission is to prepare students for entry-level professional generalist practice throughout urban and rural areas of North Carolina, a state that is striving to accommodate the needs of a growing and diverse populace. It is the program's vision that graduates will possess the knowledge, values, and skills to respond competently to the service needs of diverse client populations and to the contexts that shape the needs of clients and service delivery systems throughout the state. Further, graduates are expected to promote human and social well-being through the provision of social work services that advance human rights and social and economic justice.

Prerequisites for SW 491:

The entire curriculum contributes to preparation for practice; therefore, the student is required to successfully complete the undergraduate curriculum requirements for a BSW degree before enrolling in SW 491. Specifically, these courses are: SW 201, SW 290, SW 300, SW 307, SW 310, SW 312, SW 320, SW 405, SW 408, and SW 480; SW 490 is a corequisite.

Student Learning Outcomes and Expected Practice Behavior Outcomes:

Upon completion of the course, the student will be able to fulfil the following Education Policy and Accreditation Standards (EPAS) of the national Council on Social Work Education (CSWE):

1. Identify as a professional social worker and conduct oneself accordingly. EPAS 2.1.1
2. Apply social work ethical principles to guide professional practice. EPAS 2.1.2
3. Apply critical thinking to inform and communicate professional judgments. EPAS 2.1.3
4. Engage diversity and difference in practice. EPAS 2.1.4
5. Advance human rights and social and economic justice. EPAS 2.1.5
6. Engage in research-informed practice and practice-informed research. EPAS 2.1.6
7. Apply knowledge of human behavior and the social environment. EPAS 2.1.7
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. EPAS 2.1.8
9. Respond to contexts that shape practice. EPAS 2.1.9
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. EPAS 2.1.10(a)-(d)

PRACTICE BEHAVIORS RELATED TO STUDENT LEARNING OUTCOMES (SLO), ASSIGNMENTS, AND COURSE CONTENT

By the end of the course, students are expected to demonstrate the practice behaviors that comprise these educational policy core competencies:

Core Competency 2.1.1—Identify as a professional social worker and conduct oneself accordingly.

- a. Advocate for client access to the services of social work (SLO # 3)
Internship, Seminar, Case Study
- b. Practice personal reflection and self-correction to assure continual professional development (SLO # 5)
Internship, Seminar, Case Study
- c. Attend to professional roles and boundaries (SLO #5)
Internship, Seminar
- e. Engage in career-long learning (SLO #2)
Internship, Seminar, all assignments

Core Competency 2.1.2—Apply social work ethical principles to guide professional practice.

- a. Recognize and manage personal values in a way that allows professional values to guide practice (SLO # 2)
Internship, Seminar, Case Study
- b. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles (SLO #5)
Internship, Seminar, Case Study
- c. Tolerate ambiguity in resolving ethical conflicts (SLO #4)
Internship, Seminar, Case Study
- d. Apply strategies of ethical reasoning to arrive at principled decisions (SLO #2)
Internship, Seminar, Case Study

Core Competency 2.1.3—Apply critical thinking to inform and communicate professional judgments.

- a. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom (SLO #1)
Internship, Seminar, Case Study

Core Competency 2.1.4—Engage diversity and difference in practice.

- a. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power (SLO #1, 3)

- Internship, Seminar, Case Study
- b. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups (SLO #2)
 - Internship, Seminar, Case Study
- c. Recognize and communicate their understanding of the importance of difference in shaping life experiences (SLO #6)
 - Internship, Seminar, Case Study
- d. View themselves as learners and engage those with whom they work as informants (SLO #2, 3, 5)
 - Internship, Seminar, all assignments

Core Competency 2.1.5—Advance human rights and social and economic justice.

- a. Understand the forms and mechanisms of oppression and discrimination (SLO # 1, 3)
 - Internship, Seminar, Case Study
- b. Advocate for human rights and social and economic justice (SLO #3)
 - Internship, Seminar
- c. Engage in practices that advance social and economic justice (SLO #3)
 - Internship, Seminar

Core Competency 2.1.6—Engage in research-informed practice and practice-informed research.

- a. Use practice to inform scientific inquiry (SLO #6)
 - Internship, Seminar
- b. Use research evidence to inform practice (SLO #6)
 - Internship, Seminar

Core Competency 2.1.7—Apply knowledge of human behavior and the social environment.

- b. Critique and apply knowledge to understand person and environment (SLO #1, 3, 4, 5)
 - Internship, Seminar, Case Study

Core Competency 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

- a. Analyze, formulate, and advocate for policies that advance social well-being (SLO #3, 6)
 - Internship, Seminar

Core Competency 2.1.9—Respond to contexts that shape practice.

- a. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services (SLO #6)
 - Internship, Seminar
- b. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services (SLO #3, 6)
 - Internship, Seminar

Core Competency 2.1.10—Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities.

- d. Evaluation (SLO #6)
 - Internship, Seminar, Case Study

COURSE EXPECTATIONS

- Perform 480 hours of field work in their internship agencies, and comply with all requirements as covered in the July 2014 revision of the BSW Field Manual.
- Be in place by 8:55 a.m. for each Friday's Field Seminar and be fully prepared for all assignments, group work, and planned class activities.
- Actively engage with others in seminar and generally promote a positive learning environment.
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Electronically hosted course components

Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics, and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.”

N.C. State Policies, Regulations, and Rules (PRR): *“Students are responsible for reviewing the NC State University PRR’s located at <http://dso.dasa.ncsu.edu/rights-and-responsibilities> which pertains to their course rights and responsibilities.”*

ACADEMIC INTEGRITY

The students and faculty of the Department of Social Work affirm and adhere to essential values of honesty and integrity in all their academic endeavors. Academic dishonesty such as plagiarism and cheating is prohibited in all academic situations and will be penalized accordingly. Violations of academic integrity will result in a failing grade for the course and will be reported to the department head. Violations include:

- Plagiarism, which means representing another’s ideas, writings, words, and/or work as one’s own without proper acknowledgment and citation;
- Obtaining another person’s assistance on academic work you are expected to complete independently;
- Giving assistance to another student on work that individual is expected to complete independently;
- Reporting false data in support of fieldwork.

If the instructor suspects plagiarism or cheating, the student may be asked to produce any or all of the following: notes, outlines, rough drafts, copies of specific pages from sources, and/or complete sources. The code of Student Conduct and associated policy (NCSU POL11.35.1) can be found here: <http://policies.ncsu.edu/policy/pol-11-35-01>; students will be expected to sign as appropriate the Pack Pledge. “I have neither given nor received unauthorized aid on this test or assignment”

NCSU ACADEMIC CALENDAR

See this link for the Fall 2016 NCSU Academic Calendar:
<http://registrar.ncsu.edu/calendars/academic/#fall>

GRADING SCALE

Effective with the fall semester of 2014, to standardize grading, the following numerical scales are approved as a general guideline for courses within the Department of Social Work:

Letter Grade	Lower limit of Range	Upper Range Limit
A+	97	100
A	94	96.999
A-	91	93.999
B+	88	90.999
B	85	87.999
B-	82	84.999
C+	79	81.999
C	76	78.999
C-	73	75.999
D+	70	72.999
D	67	69.999
D-	64	66.999
F	<64	<64

EVALUATION OF FIELD INTERNSHIP AND FIELD SEMINAR

Calculation of grades for SW 491

See attached Field Evaluation Form. Grades are calculated based on scores achieved on the Field Evaluation which is an assessment of your work and accomplishments in your field placement. Ratings for each competency are from 1 (F) to 5(A+). Your final grade is the average of the total scores. See below for a sample of the grade range. All final grades are determined by the course instructor/field coordinator.

All 5s = A+

4s and 5s = A – B+

3s (with some 4s) B – C-

2s = D

1s = F

ASSIGNMENTS

There are no formal assignments for this course beyond the successful completion of 450-480 hours of field internship in an approved agency-based setting. Assignments related to your Field Placements are covered in your concurrent SW 490 course.

SCHEDULE (subject to change with appropriate notification to students)

Date	EPAS	Topic	Assignments
Week 1	2.1.1, 2.1.2, 2.1.2, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.1.10 (a-d)	Field Orientation	Introduction and scope, definitions, major issues, applications, agency orientation at placement site, agency presentations
Week 2	2.1.1, 2.1.2, 2.1.2, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.1.10 (a-d)	Field Education Placement at Agency	Field Placement (skills practice at agency)
Week 3	2.1.1, 2.1.2, 2.1.2, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.1.10 (a-d)	Field Education Placement at Agency	Field Placement (skills practice at agency)
Week 4	2.1.1, 2.1.2, 2.1.2, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.1.10 (a-d)	Field Education Placement at Agency	Field Placement (skills practice at agency) Agency visits begin to review Work Plan
Week 5	2.1.1, 2.1.2, 2.1.2, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.1.10 (a-d)	Field Education Placement at Agency	Field Placement (skills practice at agency)
Week 6	2.1.1, 2.1.2, 2.1.2, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.1.10 (a-d)	Field Education Placement at Agency	Field Placement (skills practice at agency)
Week 7	2.1.1, 2.1.2, 2.1.2, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.1.10 (a-d)	Field Education Placement at Agency	Field Placement (skills practice at agency) Work Plan due to Field Liaison
Week 8	2.1.1, 2.1.2, 2.1.2, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.1.10 (a-d)	Field Education Placement at Agency	Field Placement (skills practice at agency)

Week 9	2.1.1, 2.1.2, 2.1.2, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.1.10 (a-d)	Field Education Placement at Agency	Field Placement (skills practice at agency)
Week 10	2.1.1, 2.1.2, 2.1.2, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.1.10 (a-d)	Field Education Placement at Agency	Field Placement (skills practice at agency)
Week 11	2.1.1, 2.1.2, 2.1.2, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.1.10 (a-d)	Field Education Placement at Agency	Field Placement (skills practice at agency)
Week 12	2.1.1, 2.1.2, 2.1.2, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.1.10 (a-d)	Field Education Placement at Agency	Field Placement (skills practice at agency) Final Field Visits begin
Week 13	2.1.1, 2.1.2, 2.1.2, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.1.10 (a-d)	Field Education Placement at Agency	Field Placement (skills practice at agency)
Week 14	2.1.1, 2.1.2, 2.1.2, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.1.10 (a-d)	Field Education Placement at Agency	Field Placement (skills practice at agency)
Week 15	2.1.1, 2.1.2, 2.1.2, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.1.10 (a-d)	Field Education Placement at Agency	Field Placement (skills practice at agency)
Week 16	2.1.1, 2.1.2, 2.1.2, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8, 2.1.9, 2.1.10 (a-d)	Field Education Placement at Agency	Final Evaluations conclude During Exam Week

In addition the official Department of Social Work Field Manual, the following references are used in this course. The Field Manual can be found and downloaded from the department website.

References (available from the course Moodle site)

Fisher-Borne, M., Hall, J. K., & Casstevens, W. J. (2014). MSW student perception of evaluation research as a capstone project: A pilot study. *Field Educator*, 4(2), 1-11.

Harr, C., Moore, B. (2011) Compassion fatigue among social workers in field placement. *Journal of Teaching in Social Work*. 31(3).

Knight, C. (2014). Students' Attitudes Towards and Engagement in Self-Disclosure: Implications for Supervision. *The Clinical Supervisor* 33(2,) 163-181.

Pereira, M., Retrum, J. H., & Forness, S. R. (2013). Factors affecting BSW students' choices in initial field placement: A Racial/Ethnic comparison. *The Journal of Baccalaureate Social Work*, 18, 89-102. Retrieved from <http://search.proquest.com/docview/1680149947?accountid=12725>

Pritzker, S., Lane, S.R. (2014). Field Note-Integrating Policy and Political Content in BSW and MSW Field Placements. *Journal of Social Work Education*. 50(4).



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LEAD and **SERVE** constitute the conceptual framework for all programs for professional educators at NC State. They are the touchstones that assure that our students graduate with the following:

- ❖ **LEAD:** four forms of knowledge; general pedagogy, content-specific pedagogical strategies, content or discipline knowledge as well as knowledge of the context of education, including foundations, historical perspectives and school settings.
- ❖ **SERVE:** elements that show the range of skills and dispositions developed in our candidates; scholarly, ethical, reflective, valuing diversity and experienced in practical application of knowledge.

Course Information

Course Prefix and Title: ECI 423 Methods for Teaching Modern Foreign Languages K-12

Course Catalog Description: Methodology and pedagogy of teaching Foreign Languages grades K-12 with an emphasis on lesson and unit planning, second language acquisition, national standards, and demonstrations/practice teaching in micro-lessons. This course provides opportunities for prospective Foreign Language teachers to integrate knowledge of their language with effective materials, strategies, and methods of instruction to prepare students for K-12 Foreign Language teaching. The course has a required fieldwork component in local K-12 schools, and students are responsible for their own transportation to and from the schools.

Number of credits: 5

Date Syllabus was Revised: by course action 4/2015

Course Prerequisites/Co-requisites: Prerequisites: Senior standing and admission to Professional Semester with a Major in Foreign Language Education.

Meeting time: MF 12:25 – 2:15; W 12:25 – 1:15

Class location: Poe 205

Instructor Information:

Name: Karen Tharrington

Email: kltharri@ncsu.edu

Office location: 413 Withers Hall

Office phone and/or other contact information: 919.513.1458

Office Hours: by appointment

Required Course Materials:

1. Curtain, H. & Dahlberg, C. (2015). Languages and Learners: Making the Match (5th ed.) Boston, MA: Allyn & Bacon Publishers ISBN-10: 0132855216 • ISBN-13: 9780132855211 (\$101)
2. COURSEPACK FOR ECI 423 available from NCSU Campus Bookstore. One (1) large (3") 3-ring looseleaf with dividers for each topic. (See list of divider topics at beginning of Coursepack.) (\$90)
3. ACTFL student membership (ACTFL) (\$29)
4. ACTFL Performance Descriptors (\$10)

Course Objectives: Linked to Lead and Serve and Relevant State/National Standards, as well as to Program Parameters.

The Foreign Language Education program (French and Spanish, initial license, undergraduate) has undergone substantial review and revision based on the new NC Professional Teaching Standards, 21st Century knowledge, skills, and dispositions, and extensive collaborative review with practitioners and faculty from the College of Humanities and Social Sciences to create a revised teacher education program that prepares foreign language teachers for k-12 classrooms.

Course Objectives: to prepare students to become knowledgeable practitioners with regard to the following teacher standards:

1. Teachers demonstrate target language competency commensurate with their role as a second language model by functioning effectively in interpersonal, interpretive and presentational modes using listening, speaking, reading and writing.
2. Teachers demonstrate understanding of the basic linguistic components of the target language.
3. Teachers demonstrate familiarity with multiple cultures represented by the target language as they relate to products, practices and perspectives.
4. Teachers demonstrate insight into how the target languages and cultures compare to the students' language(s) and culture(s).
5. Teachers demonstrate familiarity with current theories in second language acquisition, human cognitive development and brain research.
6. Teachers create and manage a classroom environment conducive to second language learning.
7. Teachers employ multiple strategies to engage students actively and effectively in learning the target language and cultures.
8. Teachers identify, select, adapt and use a wide variety of instructional resources and technology to enhance student learning and to provide access to the target language and cultures.
9. Teachers understand the sequential nature of the second language curriculum and articulate the instructional program accordingly.
10. Teachers link the skills and knowledge between the broader curriculum and second language instruction.
11. Teachers implement assessment strategies that address all second language modalities (listening, speaking, reading and writing) and culture in order to measure

student achievement and proficiency.

12. Teachers affirm that second language learning is appropriate for all students regardless of ability, language, background, race, ethnicity, gender, religion and other cultural factors.

13. Teachers recognize the unique contributions of heritage learners and adapt curriculum and instruction to meet their needs.

14. Teachers maintain and enhance linguistic and cultural skills beyond the classroom.

15. Teachers understand and communicate the value of learning language other than English to students, parents, colleagues, administrators, and the community at large.

Student Learning and Performance Outcomes

1. Recognize major research, developments, and trends in the history of modern foreign language teaching in the U.S. and N.C., together with the objectives of such teaching and methods used to achieve them.
2. Integrate national and state level standards, assessment, and Common Core with second language teaching.
3. Articulate a rationale for promoting the study and teaching of second language in the public schools K-12 which could be used in addressing various groups, e.g., students, parents, school administrators, policy makers, etc.
4. Demonstrate ways to organize and manage the classroom to create an optimum affective setting/environment for active/communicative/risk-taking language learning for the entire class and for each individual including students with special needs, diverse learners, heritage learners, students with different learning styles and multiple intelligences and multi-level classes.
5. Describe and compare the ways in which children, adolescents, and adults learn or acquire a first and second language and then apply their understanding of the same by designing appropriate lesson plans for different age levels, linguistic abilities and diverse learners.
6. Using the Essential Standards from the Public Schools of North Carolina and/or a second language textbook, write and micro- teach effective lesson plans which include (a) student performance objectives, (b) provide for individual, special needs, or diversity, (c) integrate the L1 (first language) and L2 (second language) curricula and (d) effectively incorporate all of Bloom's taxonomic levels including critical thinking skills and problem solving in teaching the target language and culture(s).
7. Demonstrate and model a variety of effective techniques for teaching and evaluating (a) the language skills of listening, speaking (interpersonal, interpretive, presentational), reading including literature and writing; (b) cultural understanding using products, practices and perspectives; and (c) vocabulary in K-12 within a communicative context including the "innovative methods"; (d) communicative competence
8. Demonstrate the ability to select, design, and evaluate/test/measure/assess

- instructional materials appropriate to the teaching of communication modes and culture according to the abilities, needs, learning styles, and interests of K-12 students at different levels.
 - student performance in terms of stated objectives and to assess achievement, and proficiency using a variety of assessment instruments including portfolios.
9. Select, evaluate, and demonstrate appropriate use of instructional media and technologies including Internet, Web 2.0, video, and audio-visual equipment and materials as well as authentic realia, manipulatives, print and non-print materials in teaching the target language and culture.
 10. Identify opportunities for students to practice the target language outside the L2 classroom using “Connections” and “Communities.”
 11. Demonstrate effective feedback techniques including handling of errors, positive reinforcement and delayed response.
 12. Recognize the basic methodology underlying particular textbooks and therefore accurately evaluate them in relation to specific teaching and learning objectives.
 13. Locate and make use of the major journals, organizations, and sources of materials in foreign language education.
 14. Demonstrate qualities of a reflective practitioner by articulating a personal eclectic method which incorporates aspects of most of the methods and approaches studied including the “innovative” methods.
 15. Demonstrate personal growth in pedagogy and methods.

Teaching strategies: Class discussions, group and pair work, reflection, case study discussions, field work, inquiry activities, dramatic narrative, student research using French/Spanish internet sources, audio/video resources, journals, teaching videos, picture file, realia, student presentations/micro-lessons, outside/expert guest speakers, kinesthetic activities, etc.

Course requirements:

As pre-service teacher, you are expected to present yourself professionally. This includes the quality of your work, the appearance of your work, and your promptness, attentiveness and participation in the course. Within this class, there are a number of ways in which you will be expected to demonstrate your commitment to professionalism:

- **ATTENDANCE:** During your professional semester, you are expected to be present for each and every class. Responsibility and punctuality are indicators of a professional attitude. For each absence, excused or unexcused, 2 points will be deducted from your final grade. Tardies will accrue such that two tardies equal one absence. See NCSU attendance policy statements at:

http://www.ncsu.edu/policies/academic_affairs/pols_regs/REG205.00.4.php

- Reading your assigned class materials and coming to class prepared is essential for your class success. *You are expected to read the required assignments (the assigned chapter) prior to the day they are scheduled for class discussion.* Your active participation in class is essential for facilitating your own understanding of the course content and for building an effective learning community in class. Class participation includes informed and prepared readings-based discussions using written notes for each discussion question
- *The appearance of work, to be acceptable, must also be at a professional level.* Material that is written and formatted in a careless manner is below standard for a teacher and must be judged as requiring remediation.
- Your behavior in the classroom is also to be professional. This includes *arriving on time, attending courteously to the instructor and to your classmates, and being prepared to engage in discussions and activities.*
- You are expected to *complete and submit your assignment(s) on time.* Any assignment handed in late will be penalized by losing one grade (A to B or B- to C-) for each day that it is late. Any absences during the observation days in your student teaching assignment will have to be made up during the semester.
- Incompletes (as grades) are not given except for unpreventable emergencies as provided under University policy. Makeup work is not allowed for unexcused absences and will be arranged individually for documented excused absences.

Major Assignments/Projects: GRADING

ASSIGNMENT	POINTS	% of total grade
Checklist (yellow sheets)	250	5%
JANUS Forms for Readings (green sheets)	200	4%
Case Studies (electronically submitted)	200	4%
Weekly Observations (electronically submitted)	225	4.5%

<p>ACTIVITY assignments</p> <ul style="list-style-type: none"> • Language Learning Autobiography • Listening Activity (in class) • Reading for Comprehension Activity • Language Learner Interview • 3Ps Culture Assignment • Diverse Learner Presentation • Classroom Management Videos 	<p>700</p> <p>(100 points each)</p>	<p>14%</p>
<p>CREATE assignments</p> <ul style="list-style-type: none"> • Video Task • Contextualized Vocabulary Tasks • Assessment – Written Test <input type="checkbox"/> Authentic Task and Rubric 	<p>400</p> <p>(100 points each)</p>	<p>8%</p>
<ul style="list-style-type: none"> • Can Do - Vocabulary • Can Do - PACE 	<p>200</p> <p>275</p>	<p>9.5%</p>
<p>MICRO-TEACH Lessons</p> <ul style="list-style-type: none"> • First Day of Unit • Novice 	<p>800</p> <p>(400 points each)</p>	<p>16%</p>
<p>REFLECT & REVISE for Micro Teach Lessons</p> <ul style="list-style-type: none"> • R & R Grammar - PACE • R & R Novice • R & R First Day of Unit 	<p>750</p> <p>(250 points each)</p>	<p>15%</p>
<p>FINAL EXAM Micro-Teach Lesson</p>	<p>1000</p>	<p>20%</p>
<p>TOTAL POINTS</p>	<p>5000</p>	<p>100%</p>

Evaluation: Each assignment is weighted as listed above. The criteria and/or rubrics for successful completion of each assignment are listed on the assignment sheet in the coursepack.

Grading scale:

This class will be graded according to the following plus/minus grading system. Letter grade equivalents are converted from a 5000 total point scale.

A+=97.0-100	B+=87.0-89.9	C+=77.0-79.9	D+=67.0-69.9	F =0-59.9
A= 93.0-96.9	B= 83.0-86.9	C =73.0-76.9	D =63.0-66.9	
A-=90.0-92.9	B-=80.0-82.9	C-=70.0-72.9	D+=60.0-62.9	

Audit/Credit Only: This class may not be taken for Audit or Credit Only

Tentative agenda of class meetings – Dates, class descriptors, Readings, and assignments & due dates.

<i>Week</i>	<i>Topics</i>	<i>Readings</i>	<i>Assignments/DUE</i>
<i>1</i>	Discussion: Why teach? Second Language Acquisition Theories and connections to practice	Teachers Handbook p. 354-355; coursepack; online Teachers Handbook pp 11-45; LC 1-7 and 14-17;	Innovative Methods and Approaches worksheet
<i>2</i>	Introduction to National Standards; Effective Teaching Practices	TH Ch2; LC Ch16 Coursepack; online	Learning Scenarios
<i>3</i>	Lesson and Unit Planning	TH Ch3; LC Ch6; coursepack; online	Lesson and Unit plan objectives, outlines
<i>4</i>	Communication Standard	TH; LC; Coursepack; online	Listening Skill LP Speaking Skill LP
<i>5</i>	Communication Standard	TH Ch.8; LC Ch.3	Reading Skill LP Writing Skill LP
<i>6</i>	Connections and Comparisons Standard; Content-Based learning	TH Ch4 and 5; LC Ch5; coursepack; online TH Ch.4; LC Ch1 and 1-23; Ch10	FLES LP
<i>7</i>	Culture Standard	TH Ch.9; LC Ch.4 & 5; coursepack; online	Culture LP
<i>8</i>	Oral Proficiency; Teaching the Sound System; Community Standard	Moodle	OP assessments Pronunciation activities
<i>9</i>	Teaching Grammar (PACE)	TH; coursepack; online	Grammar LP
<i>10</i>	Teaching Vocabulary (5 Step Method)		Vocabulary LP
<i>11</i>	Motivational Games	LC Ch.4	Motivational game

	and Techniques (TPR)		
12	Formative and Summative Assessment	TH Ch. 11; LC Ch.7; coursepack; online	Formal Assessment IPA
13	Teaching with Technology	Moodle	Technology LP
14	Diversity: Special Needs and Heritage Learners	TH Ch10; coursepack; online	Special Needs LP Heritage Learner LP
15	Classroom Management	Moodle	Classroom Management Plan
FINALS	FINAL Micro- Lesson		

IMPORTANT INFORMATION

A complete list of reminders for the beginning of the semester can be found at http://www.ncsu.edu/provost/academic_regulations/beg_of_semester.html

Class Evaluations. Online class evaluations will be available for students to complete during the last two weeks of class. Students will receive an email message directing them to a website where they can login using their Unity ID and complete evaluations. All evaluations are confidential; instructors will never know how any one student responded to any one question, and students will never know the ratings for any particular instructor.

Evaluation Website: <https://classeval.ncsu.edu>

Student help desk: classeval@ncsu.edu

More information about classeval: <http://www2.acs.ncsu.edu/UPA/classeval/index.htm>

University policy dictates that the following be included in the course syllabus:

Students are bound by the academic integrity policy as stated in the code of student conduct. Therefore, students are required to uphold the university pledge of honor and exercise honesty in completing any assignment. See the website for a full explanation: http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653. http://www.ncsu.edu/provost/offices/affirm_action/dss/ For more information on NC State's policy on working with students with disabilities, please see http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php

North Carolina State University affirms its desire to maintain a work environment for all employees and an academic environment for all faculty and students that is free from all forms of harassment and discrimination.

http://www.ncsu.edu/policies/campus_environ/non-discrimination/POL04.25.2.php

http://www.ncsu.edu/policies/campus_environ/non-discrimination/REG04.25.4.php

The Conceptual Framework may be found in its entirety at http://ced.ncsu.edu/about/conceptual_framework.htm



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COURSE INFORMATION

Course Prefix and Title: EMS 470: *Methods and Materials for Teaching Mathematics*

Course Catalog Description: Purposes, methods, curricula and evaluation practices for teaching mathematics in middle school and high school.

Number of credits: 3

Course Prerequisite: Admission to candidacy in MED, MSM, or MSD.

Instructor and Course Information:

Name	Dr. Karen Norwood
Email	Karen_norwood@ncsu.edu
Class Meeting Time	Tuesday / Thursday 8:30 – 9:45
Class Meeting Room	320 Poe Hall
Office location	326 Poe Hall
Office hours	TBD

Communication Policy:

It is best to initially correspond with me via e-mail. **All students are required to check their NCSU e-mail accounts and Moodle on a regular basis for course updates.**

Required Course Materials:

- 1) Wong, H. K. & Wong, R. T. (2005). *The first days of school*. Mountain View, CA: Harry K. Wong Publishers, Inc. (\$22.11)

- 2) Access to computer with word processing, internet for using Moodle and NC State's Virtual Computing Lab (a.k.a. VCL) <http://vcl.ncsu.edu/>, and a printer to print assignments and articles as needed.

Also Recommended:

- Student membership to the National Council of Teachers of Mathematics (NCTM). <http://www.nctm.org/membership/benefits-student.htm>. A student membership provides access to the online version of the *Principles and Standards for School Mathematics (PSSM)* (NCTM, 2000), an online subscription to one NCTM journal (*Mathematics Teacher* or *Mathematics Teaching in the Middle School*), and a 20% discount on all NCTM publications and materials.
- A graphing calculator (TI-83, 84, 89 or TI-NSpire) to bring to class as appropriate.

Course Objectives:

The overarching goal of this course is to foster prospective mathematics teachers' understanding of and commitment to mathematics teaching that results in student understanding.

Teaching Strategies: Class discussions, group work, reflection, small group planning, case study discussions, field work, and more

Mathematics Standards: This course addresses the content and process standards outlined by the National Council of Teachers of Mathematics:

<http://www.nctm.org/standards/default.aspx?id=58>

This course also addresses the Common Core State Standards for Mathematics:

http://www.corestandards.org/assets/CCSSI_Math%20Standards.pdf

Course Expectations for Learners:

EMS 470 is an academic class in the professional block that will require scholarly work as in other university courses. You must demonstrate intellectual understanding of the subject matter through readings, reports, homework, discussions, and projects. The main emphasis of this course will be on helping you acquire professional teaching skills. In this regard, you are receiving job training. Soon, you will be teacher to more than 100 students! Now, you may not fully appreciate the significance of changing from your role as university student to that of mathematics teacher. You may also not understand the effect this metamorphosis will have on your self-image. But students, teachers, counselors, administrators, and parents at your school will relate to you as they would any other teacher. They will expect you to assume the demeanor, bearing, duties, and responsibilities of a public school teacher. You are expected to demonstrate through your actions that you are ready to enter the profession of mathematics teaching.

Exhibiting qualities of initiative, willingness to take on responsibilities, assertiveness, promptness, cheerfulness, consideration of others, independence, and a love of hard work are indicators that you are seriously preparing to teach mathematics. These qualities should be exhibited in your school visits and in our class time together.

Some of the content found in this course is included because it will prepare you for your internship. However, preparation for the profession must include content that grows in value over time as you continue teaching. In your career you will be asked to set curricular policy, choose textbooks, write curriculum materials, develop school- or system-wide tests, counsel

students and parents, participate in school self-studies, and participate and provide leadership in professional organizations such as NCCTM, NCTM, NCSTA, NSTA, and SSMA.

During our time together, it is my hope that you become part of a community of learners who are committed to learning about teaching and learning through reading, writing, discussing, and collaborating. Your overall involvement in the course includes the following:

- **Intellectual risk taking:** demonstrated willingness to offer and pursue ideas and suggestions that go beyond the ordinary
- **Making connections:** demonstrated ability to connect the theoretical and the practical, to relate specific ideas to larger themes
- **Thinking clearly on paper:** demonstrated proficiency in expressing ideas, organizing information, and communicating in writing
- **Contributing to the community:** demonstrated willingness to share information and ideas with the group and to support others in their efforts to build understanding
- **Commitment to developing listening and speaking skills:** demonstrated effort to develop effective speaking skills and active listening and responding skills.
- **Commitment to exploring new ways to think about teaching and learning mathematics:** demonstrated willingness to being open to trying out new ways of teaching mathematics and to allowing students opportunities to make sense of mathematics.

Student Learning Outcomes:

By the end of this course students will be able to:

- Demonstrate that they can create a plan for teaching a coherent content unit for MS or HS mathematics
- Apply strategies for effective teaching in their own practice
- Explain and implement strategies for differentiated instruction in mathematics
- Create and evaluate assessment instruments (both formative and summative) for MS or HS mathematics
- Demonstrate strategies for effective communication with parents of MS and HS students
- Apply their knowledge of equitable mathematics teaching in lesson creation and assessment

Grading for EMS 470 is divided into five categories:

I. Participation (e.g. Attendance, Exit Cards) and Preparedness (e.g. written reflections, IQs) – 15%: Each student is expected to read and respond to the assigned readings with at least two ideas (I) that you learned about teaching and learning mathematics and at least two questions (Q) that you will share with the class to help guide the class discussion of the reading. We will use the IQs as we discuss the assigned readings in class. For selected classes you may also be asked to bring in a reflection or favorite math activity to share and to bring copies for the class. Actively listening and engaging in class is expected.

II. Classroom Management Plan and Parent Letter – 10%: You will create a classroom management plan that includes a description of the rules, procedures, rewards, and consequences for your future mathematics class. You will also be writing a parent letter explaining your

classroom management plan and any other pertinent information. More details will be provided on Moodle.

III. Unit Plan – 30%: This large project will include an introduction, daily plans, and reflection. It fulfills requirements for Evidence 3 in the guidelines for NC State Mathematics Education. More details will be provided on Moodle.

IV. Summative Assessment – 15%: You will write a short introduction to the test in which you describe the lessons in the unit, and the unit objectives and goals. This introduction will also include what learning outcomes a student who receives an A, B, or C on the test will be able to demonstrate and indicate how test grades will be determined. The unit test you create should include different types of questions: multiple choice, true-false, fill in the blank, solve/graph/simplify, open-middled problem, open-ended problem. You will also want to include point values for each item, and an answer key that also indicates how partial credit will be assigned.

V. Common Core STEM Project – 30%: You will find and adapt a project that you plan to use in your classroom when you begin teaching full time. You will choose a unit that you will teach in your class this semester. The project should assess student learning and will span an entire unit (multiple chapters). It should be interdisciplinary, creative, and address a real-world application of mathematics.

Grading Scale:

$98 \leq A+ \leq 100$	$78 \leq C+ < 80$
$93 \leq A < 98$	$73 \leq C < 78$
$90 \leq A- < 93$	$70 \leq C- < 73$
$88 \leq B+ < 90$	$68 \leq D+ < 70$
$83 \leq B < 88$	$63 \leq D < 68$
$80 \leq B- < 83$	$60 \leq D- < 62$
	$0 \leq F < 60$

Attendance:

The members of this class should become a community of professionals (*you are no longer just students but teachers*) in which you are expected to attend **all classes** unless you have an excused absence. You should be prompt in meeting all obligations, satisfactorily complete all assignments, and act responsibly and professionally in this course and in the public schools. You should come to class prepared, ready to share your thoughts and questions, and to encourage others to do so as well. **Five (5) points will be deducted from the final grade for each unexcused absence from class. Being 20 or more minutes late for class, you will be considered an unexcused absence. Being tardy twice will count as one unexcused absence.**

You should treat this course like a teaching job. If you cannot attend class or meet your responsibilities at your assigned school, let the appropriate people know the reason for your absence in advance, except in an emergency. If you are going to be absent from class or a required school visit, please email me (in advance, if at all possible) and indicate the reason for your absence and a phone number where you can be reached. I will determine whether or

not the absence will be excused. Illness is not an automatic excused absence. If you are going to be absent from school, you *must* contact the cooperating teacher in advance. Absences from class or school may result in the termination of your internship.

Making up Assignments:

Students who are absent are responsible for the content and instructions that were given during the class period. They may need to complete an additional assignment in order to be prepared for future classes. In addition to contacting the professor before or immediately after an absence, the student is responsible for 1) Looking at the agenda posted on Moodle to see what was missed and what needs to be completed before the next class (also, talking with a classmate helps), 2) Following up with the classmate on what was missed, and 3) following up with the instructor if necessary.

Late Submission of Assignments:

If students have an excused reason for turning in an assignment late (e.g., court attendance, religious observances, military duty, illness or injury, death or serious illnesses in the family) and have discussed the particular situation with the instructor, they will not be penalized if the assignment is turned in at a new agreed upon due date. If the late assignment is *unexcused*, or the student goes beyond the initially agreed extension, it will result in an automatic 10% reduction in the grade of that assignment for the first day it is late. After the first day, an additional 10% of the assignments' total points will be deducted for each day the assignment is not turned in, up to 4 days total. If an assignment is more than 4 days late, a grade of 0 will be recorded.

Course Evaluations:

Online course evaluations will be available for students to complete during the last two weeks of class. Students will receive an email message directing them to a website where they can login using their Unity ID and complete evaluations. All evaluations are confidential; instructors will never know how any one student responded to any one question, and students will never know the ratings for any particular instructor. Evaluation Website: <https://classeval.ncsu.edu>

Academic Integrity:

Students are bound by the academic integrity policy as stated in the code of student conduct. Therefore, students are required to uphold the university pledge of honor and exercise honesty in completing any assignment. See the website for a full explanation:

http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php

Your signature on hand-written assignments or typed name on electronic assignments indicates "I have neither given nor received unauthorized aid on this test or assignment."

Accommodations:

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653.

http://www.ncsu.edu/provost/offices/affirm_action/dss/. For more information on NC State's policy on working with students with disabilities, please see http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php

College of Education Conceptual Framework

http://ced.ncsu.edu/about/conceptual_framework.htm

Sample Weekly Schedule

Week	Topic	Activity
1	Unit Planning & Revised Blooms Taxonomy	<ul style="list-style-type: none"> - Have students identify the level of various math problems - Have students take a problem at the knowing level and rewrite it for each of the other levels of Bloom's Revised Taxonomy - Create a Concept Map
2	Unit Planning & Revised Blooms Taxonomy Cooperative Learning -	<ul style="list-style-type: none"> - Review writing objectives and essential questions - An Overview of Cooperative Learning - Mystery Op 1 - 5 (United We Solve/Tim Ericson) - Function 1- 5 (United We Solve/Tim Ericson) - Geometry 1-5 (United We Solve/Tim Ericson)
3	Effective Teacher (Wong)	<ul style="list-style-type: none"> - Discuss with students the characteristics/qualities of the teachers that made a lasting impression on them possessed - Stages of Teacher Development - Effective Teachers (Wong) - Pedagogy in Practice
4	Classroom Management (Wong)	<ul style="list-style-type: none"> - How to Prepare for the First Days of School Classroom Procedures <ul style="list-style-type: none"> - "The Routine Rhyme" - Procedures for Instruction <ul style="list-style-type: none"> - Calling on Students - Wait Time - Count Down Timer
5	Classroom Management (Wong)	Classroom Rules <ul style="list-style-type: none"> - Student Responsibility Card - Guideline Infraction Notice
6	Assessment	<ul style="list-style-type: none"> - Types of Assessment - Discuss formal vs informal

		<p>assessments</p> <ul style="list-style-type: none"> - Given a concept, students will brainstorm different types of assessment that could be used. - Mathematics Assessment Project - Grading
7	Alternative Assessment	Have students design an alternative assessment for a mathematics concept
8	Questioning	Have each student bring a test/quiz that they found online or from their CT. Take the test/quiz and rewrite the questions to address the higher levels of Bloom's Revised Taxonomy.
9	Differentiation	<p>Differentiated Instruction for Math</p> <p>Assignment: Prior to meeting with your groups, do an internet search to learn more about differentiation in the mathematics classroom. Take notes to share with your group members. When you get together with your group, "differentiate" an assignment/task for any topic or lesson you like. Include the original assignment/task and, a detailed explanation of how the assignment/task was differentiated and the purpose for the differentiation. Remember to cite your research.</p>
10	Communicating Mathematical Ideas & Tools for Studying	<p>Chunking</p> <p>Graphic Organizers</p> <ul style="list-style-type: none"> - More Foldables - Graphic Organizers
11	Test Construction & Rubrics - Table of Specification	Have each student bring a test/quiz that they found online or from their CT. Students will

		then use the rubric to classify the types of items on the test and determine the overall percent of items at the various levels of Bloom's Revised Taxonomy. Homework: Students will design their own test base on the criterion discussed in class.
12	Test Construction & Rubrics -	Assignment: Use your PLT to critique your test. Each person should email copies of their test and rubric to their group members. Each group member is responsible for giving constructive criticism/feedback to their other group members to help improve the test they constructed.
13	Worthwhile Mathematical Tasks	Dan Meyers
14	Equity	Social Justice tasks- Driving While Black in Charlotte Task (Probability) Culturally Relevant Teaching
15	Leadership	Teachers as Leaders Characteristics of Effective Teacher Leaders Leadership Framework