NC STATE UNIVERSITY

Division of Academic and Student Affairs
Office of Undergraduate Courses & Curricula
oucc.dasa.ncsu.edu
courses-curricula@ncsu.edu

Campus Box 7105
200 Park Shops
Raleigh, NC 27695-7105
P: 919.515.5627

University Courses & Curricula Committee 2015-2016

September 23, 2015
Talley Student Union 4140
12:30pm-2:30pm

Call to Order

- Welcome and Instructions, Chair Scott Despain
- Remarks from Associate Vice Provost, Dr. Barbara Kirby
- Approval of UCCC August 26, 2015 Minutes
- Review of the Consent Agenda

Presenter	Action	Type	Notes
Black	BIO 120 *The Dinosaurian World*	Rev: Prefix	Instructor moved to the BIO dept.
Tarpy	PO 100 *Principles of Livestock and Poultry Production*	Course Drop	Course has not been taught in 10+ years
Trivedi	Agricultural Business Management Certificate (32ABMCTU)	Rev: Adding ARE 323 as elective	Non-PBS students
Trivedi	Agricultural Business Management Certificate (32ABCTU)	Rev: Adding ARE 323 as elective	PBS students only
Nowel	MIE 310 *Introduction to Entrepreneurship*	Rev: pre-req	Remove MIE 201 as pre-req

New Business

- Course and Curricular Business

College of Agricultural & Life Sciences			
Presenter	**Reviewers**	**Action**	**Type**
Tarpy	Driscoll, Hessling, Rieder	BAE 371 *Fundamentals of Hydrology for Engineers*	Rev: Title, Abbreviated Title, Pre-req
Trivedi	Driscoll, Hessling, Rieder	PO 412 *Emerging Topics in Poultry Science*	New Course
College of Sciences			
Presenter	**Reviewers**	**Action**	**Type**
Banks	Auerbach, Beller, Ferguson	Chemistry BA (17CHEMBA)	Revision: various changes
Black	Auerbach, Beller, Ferguson	Statistics Minor (17STM)	Revision: various changes
Humanities & Social Sciences			
Presenter	**Reviewers**	**Action**	**Type**
Auerbach	Banks, Hergeth, Trivedi	FLA 440 *Modern Arabic Short Story*	New Course
Driscoll	Banks, Hergeth, Trivedi	HI 499 *Special Topics in History*	New Course
Poole College of Management			
Presenter	**Reviewers**	**Action**	**Type**
Nowel	Nowel, Lindsay, Ozturk	BUS 428 *Financial Analytics*	New Course
Nowel	Black, Domingue, Tarpy	Accounting BS-Financial Analysis (20ACCBS-20ACCFA)	Revision: Add BUS 428 as elective
Nowel	Black, Domingue, Tarpy	Business Administration BS- Finance (20BUSBS-20BUSFIN)	Revision: Add BUS 428 as elective

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University Courses & Curricula Committee 2015-2016

UCCC Minutes for August 26, 2015
Talley Student Union 3285
Call to Order: 12:35pm

Members Present: Chair Scott Despain, David Auerbach, Alton Banks, Amanda Beller, Betty Black, Debbie Currie, Peggy Domingue, Catherine Driscoll, Scott Ferguson, Edwin Lindsay, Andy Nowel, Hatice Ozturk, Kathleen Rieder, Rebecca Swanson, David Tarpy, Shweta Trivedi

Ex-Officio Members Present: Charles Clift, Barbara Kirby, Brittany Mastrangelo, Gina Neugebauer

Members Absent: Helmut Hergeth (E), Peter Hessling (E)

Recurring Guests Present: John Harrington, Li Marcus

WELCOME AND INTRODUCTIONS

- *Remarks from Chair, Chair Scott Despain*
  Chair Scott Despain welcomed the committee and went over expectations and procedures for meetings. He outlined the committee charge and asked members to consider nominating or self-nominating for the Chair Elect of UCCC.

- *Remarks from Associate Vice Provost, Dr. Barbara Kirby*
  Dr. Kirby welcomed the committee and encouraged members to contact their college liaison and Associate Dean about staying involved in the committee review process at their college level.

- *Committee Overview and Agenda, Gina Neugebauer*
  Gina Neugebauer went over basic information regarding committee functions. The PowerPoint has been posted to the UCCC Provost site.

- *Establishment of Quorum*
  The quorum was set using the standard 50% plus one of the voting members as has been the committee's preference in establishing previous quorums. With 21 voting members, the quorum would be set at 11. A motion was made to set quorum at 11 and seconded. The motion was **APPROVED unanimously**.

CONSENT AGENDA

- Approval of the Minutes from May 6, 2015-**Approved unanimously pending** the inclusion of a member's name to the attendance roster.

- A motion was made and seconded to approve the consent agenda. Without any discussion, the consent agenda was **Approved unanimously**.

Type	Action	Notes
Revision: Pre-requisite	CE 325 *Structural Analysis I* CE 339 *Civil Engineering Systems* CE 390 *Engineering Economics* CE 437 *Civil Engineering Computing*	All other pre-requisites for each course will remain the same.
New Course	ECE 498 *Special Projects in ECE*	New Special Problems Course

NEW BUSINESS

- ENG 100 Reading and Writing Rhetorically-**Approved unanimously.**
  Discussion: The representative from DELTA noted that the course delivery is solely online/internet, and is not a DELTA course.

- M 299 Professional Internship in Management-**Approved unanimously without discussion.**

- M 399 International and Business Dual Degree Student Professional Internship in Management**-Approved unanimously.**
  Discussion: Li Marcus, the University Scheduling Officer, noted that in the catalog, the ability to put 'arranged' for credit hours is not possible.

- ST 307 Introduction to Statistical Programming-SAS-**Approved unanimously**.
  Discussion: A friendly suggestion was made to remove the $500 laptop note in the syllabus under materials.

ANNOUNCMENTS AND DISCUSSION

- *UCCC Subcommittee Update: Attendance Policy, Service Learning, Chair Despain*
  Chair Despain explained to the committee that the subcommittee has been working diligently on the criteria for Service Learning attributes. The subcommittee is now in discussion on how to incorporate

- *Presentation by Charles Clift, Associate Registrar*
  Charles Clift outlined a new tool developed by Registration and Records that would make transfer credits easier to apply for General Education categories. Registration and Records will also be talking to the Council on Undergraduate Education (CUE) regarding the tool.

Meeting adjourned at 2:08pm.

Respectfully submitted by Gina Neugebauer.

BIO 120: The Dinosaurian World

Course Inventory Change Request

// // Print to PDF
Add Comment

In Workflow

1. 17BSC UG Director of Curriculum (James_brown@ncsu.edu)
2. 17BSC UnderGrad Head (efrissma@ncsu.edu)
3. COS CC Coordinator UG (clbowma2@ncsu.edu; James_brown@ncsu.edu)
4. COS CC Meeting UG (clbowma2@ncsu.edu; James_brown@ncsu.edu)
5. COS CC Chair UG ()
6. COS Final Review UG (clbowma2@ncsu.edu; James_brown@ncsu.edu)
7. COS Dean UG (cohen@math.ncsu.edu)
8. jllubisc (jane_lubischer@ncsu.edu)
9. OUCC Review (gmneugeb@ncsu.edu)
10. UCCC Coordinator (gmneugeb@ncsu.edu)
11. UCCC Meeting (gmneugeb@ncsu.edu)
12. UCCC Chair (despain@ncsu.edu)
13. CUE Coordinator (gmneugeb@ncsu.edu)
14. CUE Meeting (gmneugeb@ncsu.edu)
15. CUE Chair (cmashwel@ncsu.edu)
16. OUCC Final Signature (barbara_kirby@ncsu.edu)
17. OUCC Final Review (gmneugeb@ncsu.edu)
18. PeopleSoft (lamarcus@ncsu.edu; blpearso@ncsu.edu; Charles_Clift@ncsu.edu; ldmihalo@ncsu.edu; jmharr19@ncsu.edu; Tracey_Ennis@ncsu.edu)

Approval Path

1. Mon, 15 Jun 2015 15:52:57 GMT
   James Brown (brownjw): Approved for 17BSC UG Director of Curriculum
2. Tue, 16 Jun 2015 00:59:29 GMT
   Emilie Rissman (efrissma): Approved for 17BSC UnderGrad Head
3. Tue, 16 Jun 2015 13:49:35 GMT
   Cheryll Bowman-Medhin (clbowma2): Approved for COS CC Coordinator UG
4. Tue, 16 Jun 2015 15:18:38 GMT
   Cheryll Bowman-Medhin (clbowma2): Approved for COS CC Meeting UG
5. Fri, 04 Sep 2015 01:36:31 GMT
   James Brown (brownjw): Approved for COS CC Chair UG
6. Fri, 04 Sep 2015 01:38:23 GMT
   James Brown (brownjw): Approved for COS Final Review UG
7. Fri, 04 Sep 2015 01:44:16 GMT
   Jo-Ann Cohen (cohen): Approved for COS Dean UG
8. Fri, 11 Sep 2015 21:21:58 GMT
   Jane Lubischer (jllubisc): Approved for jllubisc

Date Submitted: Thu, 11 Jun 2015 20:41:31 GMT

Viewing: BIO 120 : The Dinosaurian World

Changes proposed by: jllubisc

Formerly Known As: MEA 120

Course Prefix

BIO (Biological Sciences)

Course Number

120

Course ID

015220

Dual-Level Course

Dual-Level Course Number:

Cross-listed Course

No

Cross-listed with Subject Code(s)

Title

The Dinosaurian World

Abbreviated Title

Dinosaurian World

College

College of Sciences

Academic Org Code

Biological Sciences (17BSC)

CIP Discipline Specialty Number

26.0701

CIP Discipline Specialty Title

Zoology/Animal Biology.

Term Offering

Fall Only

Year Offering

Offered Every Year

Specify:

Effective Date

Fall 2015

Previously taught as Special Topics?

No

Number of Offerings within the past 5 years

Course Delivery

Face-to-Face (On Campus)

Remote Location/Site

Grading Method

Graded with S/U option

Credit Hours

3

Course Length

16

weeks

Contact Hours
(Per Week)

Component Type	Contact Hours
Lecture	3.0

Course Attribute(s)

GEP (Gen Ed)

Please explain why you selected Service Learning:

If your course includes any of the following competencies, check all that apply.

University Competencies

Course Is Repeatable for Credit

No

Total number of completions allowed including the initial offering.

Maximum total credit hours allowed

Instructor Name

Mary Schweitzer

Instructor Title

Professor

Grad Faculty Status

Anticipated On-Campus Enrollment

Open when course_delivery = campus OR course_delivery = blended OR course_delivery = flip

Enrollment Component	Per Semester	Per Section	Multiple Sections?	Comments
Lecture	50	50	No	.

DELTA/Online Enrollment:

Open when course_delivery = distance OR course_delivery = online OR course_delivery = remote

Course Prerequisites, Corequisites, and Restrictive Statement

Is the course required or an elective for a Curriculum?

No

Which Curricula are Affected?

Catalog Description

Evolution and ecology of dinosaurs related to broader features of Earth history, including plate tectonics, paleoclimatology, mass extinction and the long-term effects of natural selection.

Justification for each revision:

change in prefix from MEA to BIO -- the instructor has changed departments

Does this course have a fee?

No

List amount and justification for fee:

Is this a GEP Course?

Yes

GEP Categories

Natural Sciences

Humanities Open when gep_category = HUM
Each course in the Humanities category of the General Education Program will provide instruction and guidance that help students to:

List the Instructor's student learning outcomes that are relevant to the GEP Humanities Objective 1:
Obj. 1) Engage the human experience through the interpretation of culture.

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.*

List the Instructor's student learning outcomes that are relevant to the GEP Humanities Objective 2:
Obj. 2): Become aware of the act of interpretation itself as a critical form of knowing in the humanities.

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.*

List the Instructor's student learning outcomes that are relevant to the 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.

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.*

Attach Additional GEP Information if applicable

Mathematical Sciences Open when gep_category = MATH
Each course in the Mathematial Sciences category of the General Education Program will provide instruction and guidance that help students to:

List the Instructor's student learning outcomes that are relevant to the GEP Mathematical Sciences Objective 1:
Obj. 1) Improve and refine mathematical problem-solving abilities.

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.*

List the Instructor's student learning outcomes that are relevant to the GEP Mathematical Sciences Objective 2:
Obj. 2) Develop logical reasoning skills.

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.*

Attach Additional GEP Information if applicable

Natural Sciences Open when gep_category = NATSCI
Each course in the Natural Sciences category of the General Education Program will provide instruction and guidance that help students to:

List the Instructor's student learning outcomes that are relevant to the GEP Natural Sciences Objective 1:
Obj.O 1) Use the methods and processes of science in testing hypotheses, solving problems and making decisions

Discuss the scientific basis for estimating the age of fossils and the behavior of extinct organisms.

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.*

Test questions, in-class, small-group activities, and on-line learning journal (hosted on Moodle).

Sample t est question: Interpret the following stratigraphic column, applying your knowledge of index fossils to relatively date a newly discovered specimen.

Sample journal activity: Using the diagram of skeletal features provided below, infer the relative speed of the animals (e.g. fastest to slowest). Provide a brief explanation for your ran kings.

List the Instructor's student learning outcomes that are relevant to the GEP Natural Sciences Objective 2:
Obj. 2) Make inferences from and articulate, scientific concepts, principles, laws, and theories, and apply this knowledge to problem solving.

Make inferences from and articulate scientific concepts and principles and apply this knowledge to solve paleontological problems.

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.*

Test questions, in-class, small-group activities, and on-line learning journal (hosted on Moodie). For example:

A mineral formed with 4,000 atoms of a radioactive isotope but now only contains 500 atoms of the parent isotope. If the half-life is 1 million years, how old is the mineral?

a. 1,000,000 years
b. 1,500,000 years
c. 2,000,000 years
d. 3,000,000 years
e. 4,000,000 years

Attach Additional GEP Information if applicable

Social Sciences Open when gep_category = SOCSCI
Each course in the Social Sciences category of the General Education Program will provide instruction and guidance that help students to:

List the Instructor's student learning outcomes that are relevant to the GEP Social Sciences Objective 1:
Obj. 1) Examine at least one of the following: human behavior, culture, mental processes, organizational processes, or institutional processes.

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.*

List the Instructor's student learning outcomes that are relevant to the GEP Social Sciences Objective 2:
Obj. 2) Demonstrate how social scientific methods may be applied to the study of human behavior, culture, mental processes, organizational processes, or institutional processes.

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.*

List the Instructor's student learning outcomes that are relevant to the GEP Social Sciences Objective 3:
Obj. 3) Use theories or concepts of the social sciences to analyze and explain theoretical and or real-world problems, including the underlying origins of such problems.

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.*

Attach Additional GEP Information if applicable

Interdisciplinary Perspectives Open when gep_category = INTERDISC
Each course in the Interdisciplinary Perspectives category of the General Education Program will provide instruction and guidance that help students to:

List the Instructor's student learning outcomes that are relevant to the GEP Interdisciplinary Objective 1:
Obj. 1) Distinguish between the distinct approaches of two or more disciplines.

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.*

List the Instructor's student learning outcomes that are relevant to the GEP Interdisciplinary Objective 2:
Obj. 2) Identify and apply authentic connections between two or more disciplines.

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.*

List the Instructor's student learning outcomes that are relevant to the GEP Interdisciplinary Objective 3:
Obj. 3) Explore and synthesize the approaches or views of two or more disciplines.

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.*

To assist CUE in evaluating this course for inclusion on the Interdisciplinary Perspecitves list, please answer these additional questions.
1. Which disciplines will be synthesized, connected, and/or considered in this course?

2. How will the instructor present the material so that these disciplines are addressed in a way that allows the students "to integrate the multiple points of view into a cohesive understanding"?

Attach Additional GEP Information if applicable

Visual & Performing Arts Open when gep_category = VPA
Each course in the Visual and Performing Arts category of the General Education Program will provide instruction and guidance that help students to:

List the Instructor's student learning outcomes that are relevant to the GEP Visual & Performing Arts Objective 1:
Obj. 1) Deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions.

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.*

List the Instructor's student learning outcomes that are relevant to the GEP Visual & Performing Arts Objective 2:
Obj. 2) Strengthen their ability to interpret and make critical judgements about the arts through the analysis of structure, form, and style of specific works.

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.*

List the Instructor's student learning outcomes that are relevant to the GEP Visual & Performing Arts Objective 3:
Obj. 3) Strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.

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.*

Attach Additional GEP Information if applicable

Health and Exercise Studies Open when gep_category = HES
Each course in the Health and Exercise Studies category of the General Education Program will provide instruction and guidance that help students to:

List the Instructor's student learning outcomes that are relevant to the GEP Health & Exercise Studies Objective 1:
Obj. 1) Acquire the fundamentals of health-related fitness, encompassing cardio-respiratory and cardiovascular endurance, muscular strength and endurance, muscular flexibility and body composition.

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.*

List the Instructor's student learning outcomes that are relevant to the GEP Health & Exercise Studies Objective 2:
Obj. 2) Apply knowledge of the fundamentals of health-related fitness toward developing, maintaining, and sustaining an active and healthy lifestyle.

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.*

List the Instructor's student learning outcomes that are relevant to the GEP Health & Exercise Studies Objective 3:
Obj. 3) Acquire or enhance the basic motor skills and skill-related competencies, concepts, and strategies used in physical activities and sport.

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.*

List the Instructor's student learning outcomes that are relevant to the GEP Health & Exercise Studies Objective 4:

Obj. 4) Gain a thorough working knowledge, appreciation, and understanding of the spirit and rules, history, safety, and etiquette of physical activities and sport.

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.*

Attach Additional GEP Information if applicable

Global Knowledge Open when gep_category = GLOBAL
Each course in the Global Knowledge category of the General Education Program will provide instruction and guidance that help students to achieve objective #1 plus at least one of objectives 2, 3, and 4:

List the Instructor's student learning outcomes that are relevant to the GEP Global Knowledge Objective 1:
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.

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.*

Please complete at least 1 of the following student objectives.
List the Instructor's student learning outcomes that are relevant to the GEP Global Knowledge Objective 2:
Obj. 2) Compare these distinguishing characteristics between the non-U.S. society and at least one other society.

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.*

List the Instructor's student learning outcomes that are relevant to the GEP Global Knowledge Objective 3:
Obj. 3) Explain how these distinguishing characteristics relate to their cultural and/or historical contexts in the non-U.S. society.

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.*

List the Instructor's student learning outcomes that are relevant to the GEP Global Knowledge Objective 4:
Obj. 4) Explain how these disinguishing characteristics change in response to internal and external pressures on the non-U.S. society.

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.*

Attach Additional GEP Information if applicable

US Diversity Open when gep_category = USDIV
Each course in the US Diversity category of the General Education Program will provide instruction and guidance that help students to achieve at least 2 of the following objectives:
Please complete at least 2 of the following student objectives.

List the Instructor's student learning outcomes that are relevant to the GEP U.S. Diversity Objective 1:
Obj. 1) Analyze how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identities are shaped by cultural and societal influences.

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.*

List the Instructor's student learning outcomes that are relevant to the GEP U.S. Diversity Objective 2:
Obj. 2) Categorize and compare historical, social, political, and/or economic processes producing diversity, equality, and structured inequalities in the U.S.

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.*

List the Instructor's student learning outcomes that are relevant to the GEP U.S. Diversity Objective 3:
Obj. 3) Interpret and evaluate social actions by religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups affecting equality and social justice in the U.S.

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.*

List the Instructor's student learning outcomes that are relevant to the GEP U.S. Diversity Objective 4:
Obj. 4) Examine interactions between people from different religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups in the U.S.

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.*

Attach Additional GEP Information if applicable

Requisites and Scheduling
What percentage of the seats offered will be open to all students?

100

a. If seats are restricted, describe the restrictions being applied.

NA

b. Is this restriction listed in the course catalog description for the course?

NA

List all course pre-requisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). If none, state none.

none

List any discipline specific background or skills that a student is expected to have prior to taking this course. If none, state none. (ex: ability to analyze historical text; prepare a lesson plan)

none

Additional Information
Complete the following 3 questions or attach a syllabus that includes this information. If a 400-level or dual level course, a syllabus is required.

Title and author of any required text or publications.

There is no text for the course. PDFs of required chapters, articles and notes will be posted to the course moodle site (http://wolfware.ncsu.edu).

Major topics to be covered and required readings including laboratory and studio topics.

There is no laboratory offered with as part of this course.

List any required field trips, out of class activities, and/or guest speakers.

No field trips or other out of class activities are required.

Consultation

College(s)	Contact Name	Statement Summary
College of Sciences	Walt Robinson	Dr. Robinson, by email, indicated that he had no issues with changing the prefix on this course from MEA to BIO (email attached).

Instructional Resources Statement

we are just changing the prefix

Course Objectives/Goals

This course is designed to give students an introduction to the science behind the study of dinosaurs and their world. We will use dinosaurs and Mesozoic ecosystems as examples to present a range of concepts such as taphonomy and fossilization, radiometric dating, phylogenetic analysis, biomechanics, and mass extinctions.

Student Learning Outcomes

Students should be able to:

-
- Apply the scientific method to test hypotheses, solve problems and make decisions.
-
- Describe how fossils form and what they can tell us about biology and environment.
-
- Discuss the scientific basis for estimating the age of fossils and the behavior of extinct organisms.
-
- Outline the methods for reconstructing the phylogenetic tree of dinosaurs.
-
- Explain the evolution of the major groups of dinosaurs, including birds.
-
- Make inferences from and articulate scientific concepts and principles and apply this knowledge to solve paleontological problems.
-

Student Evaluation Methods

Evaluation Method	Weighting/Points for Each	Details
Multiple exams	300	3 exams, each worth 100 points
Other	100	quizzes and learning journals

Topical Outline/Course Schedule

Syllabus

MEA 120 syllabus fall 2013.doc

Additional Documentation

consultation_ MEA 120 & 121 Dinosaurian World & Lab.pdf

Additional Comments

The approval workflow for this action should include the MEA department which is missing at this time. Notification was received 6.12.15 from Dr. Jane Lubischer that MEA is in support of this change.
W. Robinson, department head, provided consultation for this change via email on June 11-12, 2015.

Justification for this request

Course Reviewer Comments

Key: 3788

Preview Bridge (http://catalog.ncsu.edu/)

NC STATE

Jane Lubischer <jllubisc@ncsu.edu>

Re: MEA 120 & 121 Dinosaurian World & Lab

1 message

Walt <warobin3@ncsu.edu> Thu, Jun 11, 2015 at 10:02 AM
To: Jane Lubischer <jllubisc@ncsu.edu>
Cc: Carrie Thomas <cjthomas@ncsu.edu>, Walter Robinson <walter_robinson@ncsu.edu>, Anantha Aiyyer <aaiyyer@ncsu.edu>

Dear Jane,

(The DUP in MEAS is now Anantha Aiyyer, cc'd).

No issues.

Cheers,
Walt

Walter A. Robinson
Professor & Head
Department of Marine, Earth, & Atmospheric Sciences
North Carolina State University
Campus Box 8208
Raleigh, NC 27695-8208
(919) 515-7002

On Jun 11, 2015, at 9:56 AM, Jane Lubischer <jllubisc@ncsu.edu> wrote:

> Would you have any issues with my proposing to change the prefix on these courses to BIO so that we can schedule them for Mary Schweitzer to teach? I know the request will go to you for approval, but before I entered anything in CIM I wanted to check with you first.
>
> thanks,
> jane
>
> Jane L Lubischer, Ph.D.
> National Academies Education Mentor in the Life Sciences
> Director, NCSU Life Sciences First Year Program
> and Assistant Department Head, Dept of Biological Sciences
> NC State University
> 2706 Bostian Hall -- NEW
> Campus Box 7611 -- NEW
> Raleigh, NC 27695
> 919-515-2587
> jllubisc@ncsu.edu

MEAS 120: Dinosaurian World

Dr. Mary Schweitzer
3135 Jordan Hall
Email: schweitzer@ncsu.edu
Office Hours: T/Th 8:00am-10:00am

Lecture: Tuesday / Thursday 10:15am-11:30pm
1108 Jordan Hall

Course Objectives and student learning outcomes:

This course is designed to give students an introduction to the science behind the study of dinosaurs and their world. We will use dinosaurs and Mesozoic ecosystems as examples to present a range of concepts such as taphonomy and fossilization, radiometric dating, phylogenetic analysis, biomechanics, and mass extinctions.

Students should be able to:

- Apply the scientific method to test hypotheses, solve problems and make decisions.
- Describe how fossils form and what they can tell us about biology and environment.
- Discuss the scientific basis for estimating the age of fossils and the behavior of extinct organisms.
- Outline the methods for reconstructing the phylogenetic tree of dinosaurs.
- Explain the evolution of the major groups of dinosaurs, including birds.
- Make inferences from and articulate scientific concepts and principles and apply this knowledge to solve paleontological problems.

How this course works: There is no assigned textbook for this course. The course content will be provided by lectures and online readings posted to the course Moodle site (http://wolfware.ncsu.edu/), as well as supplementary material to be announced. Continually check the syllabus and Moodle site for assignments, due dates, etc; it will be updated regularly. The course content is divided into 7 Modules. Quizzes and Learning Journals for each module will be provided on the Moodle site. There are two exams and a final. The final is not cumulative, and will be given the last scheduled day of class, rather than during finals week.

Required Readings: PDFs of required chapters, articles and notes will be posted to the course moodle site (http://wolfware.ncsu.edu/).

Policy on Late or Missed Assignments and Attendance:
Attendance of all classes is required. I will not accept late or missed assignments/class meetings except in accordance with University guidelines at (http://policies.ncsu.edu/regulation/reg-02-20-03). Students are expected to notify the instructor as soon as possible if circumstances which meet university guidelines occur resulting in late or missed assignments or class meetings.

Policy on Incompletes:

Incompletes will be assigned at the instructor's discretion in line with university policies on grades at http://www.ncsu.edu/grad/handbook/sections/3.18-grades.html#F

Academic Integrity Policy:

Students are required to comply with University academic integrity policy found in the Code of Student Conduct at http://policies.ncsu.edu/policy/pol-11-35-01. Signature on tests and/or projects, as well as email submission of assignments, implies the student's acceptance of this policy that no unauthorized aid was given or received.

Accommodations for 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 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://policies.ncsu.edu/regulation/reg-02-20-01.

Course Evaluation:

Quizzes and Learning Journals (100 points or 20%): Seven quizzes (one for each Module) will be available on the Moodle site (wolfware.ncsu.edu/). Each quiz is worth 10 points. The quizzes can be taken up to three times prior to the start date of the next module, with your highest score being recorded (pay attention to the quiz closing dates in Moodle). Learning Journal entries for each module will count for 5 points each. The grade for the learning journal is for quality completions of the assigned tasks. It is possible to earn 105 points by earning all the quiz and learning journal points.

Participation (100 points or 20%): You must show up to class well prepared and ready to actively participate in learning. Your participation grade will come from in-class clicker questions as well as in-class lecture tutorial worksheets. Lecture tutorial worksheets will be collected after each class, and random questions will be graded for quality and completion. You will receive 4 points for daily participation for a possible total score of 104 points.

Exams (300 points 60%): There will be a total of 3 exams, each worth 100 points. Exams are **not** cumulative but will build on material and concepts learned previously. The exams rely on content and application.

Grading scale: Decimals will be rounded to the nearest whole number

A+	97-100	C+	77-79
A	94-96	C	74-76
A-	90-93	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63

MEA 120 Course Schedule

Module	Date	Day	Mtg	Topic
Module 1: Science, Geology, & Fossils	08/22/13	Th	**1**	Class Overview and Introduction to Science
	08/27/13	Tu	**2**	Origin and Structure of Earth, Plate Tectonics
	08/29/13	Th	**3**	Rocks and the Rock Cycle
	09/03/13	Tu	**4**	Taphonomy and Types of Fossils Part 1
	09/05/13	Th	**5**	Taphonomy and Types of Fossils Part 2
	09/10/13	Tu	**6**	Geologic Time and Dating
Module 2: Setting the Stage for Dinosaurs	09/12/13	Th	**7**	Origin and Evolution of Life
	09/17/13	Tu	**8**	The Triassic World and the Rise of the Dinosaurs
	09/19/13	Th	**9**	The Mesozoic world: Dinosaur habitats and Ecology
	09/24/13	Tu	**10**	**EXAM 1**
Module 3: Biology: Evolution and Systematics	09/26/13	Th	**11**	Introduction to Evolution
	10/01/13	Tu	**12**	Dino Definitions and Anatomy
	10/03/13	Th	**13**	Systematics and Phylogeny
Module 4: Who's Who?	10/08/13	Tu	**14**	Dinosaur Family Trees: Ornithischia
	10/10/13	Th	**--**	*No class; Fall Break*
	10/15/13	Tu	**15**	Dinosaur Family Trees: Saurischia
	10/17/13	Th	**16**	Mezozoic Cast of Characters: Pterosaurs & Marine Reptiles
Module 5: Behavior & Biomechanics	10/22/13	Tu	**17**	Dinosaur Trackways & Behavior
	10/24/13	Th	**18**	Anatomy and Biomechanics (trackways continued—and activity)
	10/29/13	Tu	**19**	Anatomy and Biomechanics Part 2 (start biomechanics)
	10/31/13	Th	**20**	**Finish biomechanics/behavior**
Module 6: Physiology & Reproduction	11/05/13	Tu	**21**	TEST---DINO MOVIE EXCERSIZE
	11/07/13	Th	**22**	Physiology
	11/12/13	Tu	**23**	Reproduction: Mating and Dimorphism
Module 7: Eating, Fighting, Flying, and Dying	11/14/13	Th	**24**	Reproduction: Nests, Eggs, and Parental Care
	11/19/13	Tu	**25**	Feeding Styles and Diet
	11/21/13	Th	**26**	Defense and Pathology—what did dinos look like???Extra credit PAPER DUE!!!
	11/26/13	Tu	**27**	Origin and Evolution of Flight
	11/28/13	Th	**--**	*No class; Thanksgiving Break*
	12/03/13	Tu	**28**	End Cretaceous Extinction
	12/05/13	Th	**29**	**EXAM 3/FINAL**

PO 100: Principles of Livestock and Poultry Production

Course Inventory Change Request

// // Print to PDF
Add Comment

In Workflow

1. 11PO UG Director of Curriculum (jbrake@ncsu.edu; lwdavis@ncsu.edu)
2. 11PO UnderGrad Head ()
3. CALS CC Coordinator UG (renutt@ncsu.edu)
4. CALS CC Meeting UG (renutt@ncsu.edu)
5. CALS CC Chair UG (msashwel@ncsu.edu)
6. CALS Final Review UG (renutt@ncsu.edu)
7. CALS Dean UG (sam_pardue@ncsu.edu)
8. OUCC Review (gmneugeb@ncsu.edu)
9. UCCC Coordinator (gmneugeb@ncsu.edu)
10. UCCC Meeting (gmneugeb@ncsu.edu)
11. UCCC Chair (despain@ncsu.edu)
12. OUCC Final Signature (barbara_kirby@ncsu.edu)
13. OUCC Final Review (gmneugeb@ncsu.edu)
14. PeopleSoft (lamarcus@ncsu.edu; blpearso@ncsu.edu; Charles_Clift@ncsu.edu; ldmihalo@ncsu.edu; jmharr19@ncsu.edu; Tracey_Ennis@ncsu.edu)

Approval Path

1. Fri, 10 Jul 2015 12:59:44 GMT
   Lynn Worley-Davis (lwdavis): Approved for 11PO UG Director of Curriculum
2. Wed, 19 Aug 2015 13:52:51 GMT
   Charles Williams (cmw): Approved for 11PO UnderGrad Head
3. Mon, 24 Aug 2015 15:20:15 GMT
   Robin Clements (renutt): Approved for CALS CC Coordinator UG
4. Fri, 28 Aug 2015 16:11:30 GMT
   Robin Clements (renutt): Approved for CALS CC Meeting UG
5. Fri, 28 Aug 2015 18:04:51 GMT
   Melissa Merrill (msashwel): Approved for CALS CC Chair UG
6. Fri, 28 Aug 2015 18:06:40 GMT
   Robin Clements (renutt): Approved for CALS Final Review UG
7. Fri, 28 Aug 2015 18:13:27 GMT
   Samuel Pardue (slpposc): Approved for CALS Dean UG

Course Drop Proposal

Date Submitted: Fri, 10 Jul 2015 12:37:20 GMT

Viewing: PO 100 : Principles of Livestock and Poultry Production

Changes proposed by: lwdavis

Also Known As: NULL 111

Course Prefix

PO (Poultry Science)

Course Number

100

Course ID

031713

Dual-Level Course

No

Dual-Level Course Number:

Cross-listed Course

No

Cross-listed with Subject Code(s)

Title

Principles of Livestock and Poultry Production

Abbreviated Title

Princ Livestock Poultry Prodn

College

College of Agriculture and Life Sciences

Academic Org Code

Poultry Science (11PO)

CIP Discipline Specialty Number

01.0907

CIP Discipline Specialty Title

Poultry Science.

Term Offering

Spring Only

Year Offering

Specify:

Effective Date

Fall 2014

Previously taught as Special Topics?

No

Number of Offerings within the past 5 years

Course Delivery

Remote Location/Site

Grading Method

Graded with S/U option

Credit Hours

3

Course Length

weeks

Contact Hours
(Per Week)

Component Type	Contact Hours
Lecture	3.0

Course Attribute(s)

If your course includes any of the following competencies, check all that apply.

University Competencies

Course Is Repeatable for Credit

No

Total number of completions allowed including the initial offering.

Maximum total credit hours allowed

Instructor Name

Instructor Title

Grad Faculty Status

Anticipated On-Campus Enrollment

Open when course_delivery = campus OR course_delivery = blended OR course_delivery = flip

DELTA/Online Enrollment:

Open when course_delivery = distance OR course_delivery = online OR course_delivery = remote

Course Prerequisites, Corequisites, and Restrictive Statement

Is the course required or an elective for a Curriculum?

No

Which Curricula are Affected?

Catalog Description

General Information on production practices for poultry, beef cattle, dairy cattle, sheep, goats, horses, pigs, and aquaculture. The student will learn general terminology, reproductive systems, nutrition, management, animal selection, animal welfare, marketing, and meats. There is no lab for this course. Offered via distance education. The prerequisite is a high school diploma or equivalent.

Justification for each revision:

Does this course have a fee?

No

List amount and justification for fee:

Is this a GEP Course?

No

GEP Categories

Humanities Open when gep_category = HUM
Each course in the Humanities category of the General Education Program will provide instruction and guidance that help students to:

List the Instructor's student learning outcomes that are relevant to the GEP Humanities Objective 1:
Obj. 1) Engage the human experience through the interpretation of culture.

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.*

List the Instructor's student learning outcomes that are relevant to the GEP Humanities Objective 2:
Obj. 2): Become aware of the act of interpretation itself as a critical form of knowing in the humanities.

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.*

List the Instructor's student learning outcomes that are relevant to the 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.

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.*

Attach Additional GEP Information if applicable

Mathematical Sciences Open when gep_category = MATH
Each course in the Mathematial Sciences category of the General Education Program will provide instruction and guidance that help students to:

List the Instructor's student learning outcomes that are relevant to the GEP Mathematical Sciences Objective 1:
Obj. 1) Improve and refine mathematical problem-solving abilities.

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.*

List the Instructor's student learning outcomes that are relevant to the GEP Mathematical Sciences Objective 2:
Obj. 2) Develop logical reasoning skills.

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.*

Attach Additional GEP Information if applicable

Natural Sciences Open when gep_category = NATSCI
Each course in the Natural Sciences category of the General Education Program will provide instruction and guidance that help students to:

List the Instructor's student learning outcomes that are relevant to the GEP Natural Sciences Objective 1:
Obj.O 1) Use the methods and processes of science in testing hypotheses, solving problems and making decisions

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.*

List the Instructor's student learning outcomes that are relevant to the GEP Natural Sciences Objective 2:
Obj. 2) Make inferences from and articulate, scientific concepts, principles, laws, and theories, and apply this knowledge to problem solving.

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.*

Attach Additional GEP Information if applicable

Social Sciences Open when gep_category = SOCSCI
Each course in the Social Sciences category of the General Education Program will provide instruction and guidance that help students to:

List the Instructor's student learning outcomes that are relevant to the GEP Social Sciences Objective 1:
Obj. 1) Examine at least one of the following: human behavior, culture, mental processes, organizational processes, or institutional processes.

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.*

List the Instructor's student learning outcomes that are relevant to the GEP Social Sciences Objective 2:
Obj. 2) Demonstrate how social scientific methods may be applied to the study of human behavior, culture, mental processes, organizational processes, or institutional processes.

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.*

List the Instructor's student learning outcomes that are relevant to the GEP Social Sciences Objective 3:
Obj. 3) Use theories or concepts of the social sciences to analyze and explain theoretical and or real-world problems, including the underlying origins of such problems.

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.*

Attach Additional GEP Information if applicable

Interdisciplinary Perspectives Open when gep_category = INTERDISC
Each course in the Interdisciplinary Perspectives category of the General Education Program will provide instruction and guidance that help students to:

List the Instructor's student learning outcomes that are relevant to the GEP Interdisciplinary Objective 1:
Obj. 1) Distinguish between the distinct approaches of two or more disciplines.

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.*

List the Instructor's student learning outcomes that are relevant to the GEP Interdisciplinary Objective 2:
Obj. 2) Identify and apply authentic connections between two or more disciplines.

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.*

List the Instructor's student learning outcomes that are relevant to the GEP Interdisciplinary Objective 3:
Obj. 3) Explore and synthesize the approaches or views of two or more disciplines.

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.*

To assist CUE in evaluating this course for inclusion on the Interdisciplinary Perspecitves list, please answer these additional questions.
1. Which disciplines will be synthesized, connected, and/or considered in this course?

2. How will the instructor present the material so that these disciplines are addressed in a way that allows the students "to integrate the multiple points of view into a cohesive understanding"?

Attach Additional GEP Information if applicable

Visual & Performing Arts Open when gep_category = VPA
Each course in the Visual and Performing Arts category of the General Education Program will provide instruction and guidance that help students to:

List the Instructor's student learning outcomes that are relevant to the GEP Visual & Performing Arts Objective 1:
Obj. 1) Deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions.

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.*

List the Instructor's student learning outcomes that are relevant to the GEP Visual & Performing Arts Objective 2:
Obj. 2) Strengthen their ability to interpret and make critical judgements about the arts through the analysis of structure, form, and style of specific works.

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.*

List the Instructor's student learning outcomes that are relevant to the GEP Visual & Performing Arts Objective 3:
Obj. 3) Strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.

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.*

Attach Additional GEP Information if applicable

Health and Exercise Studies Open when gep_category = HES
Each course in the Health and Exercise Studies category of the General Education Program will provide instruction and guidance that help students to:

List the Instructor's student learning outcomes that are relevant to the GEP Health & Exercise Studies Objective 1:
Obj. 1) Acquire the fundamentals of health-related fitness, encompassing cardio-respiratory and cardiovascular endurance, muscular strength and endurance, muscular flexibility and body composition.

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.*

List the Instructor's student learning outcomes that are relevant to the GEP Health & Exercise Studies Objective 2:
Obj. 2) Apply knowledge of the fundamentals of health-related fitness toward developing, maintaining, and sustaining an active and healthy lifestyle.

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.*

List the Instructor's student learning outcomes that are relevant to the GEP Health & Exercise Studies Objective 3:
Obj. 3) Acquire or enhance the basic motor skills and skill-related competencies, concepts, and strategies used in physical activities and sport.

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.*

List the Instructor's student learning outcomes that are relevant to the GEP Health & Exercise Studies Objective 4:
Obj. 4) Gain a thorough working knowledge, appreciation, and understanding of the spirit and rules, history, safety, and etiquette of physical activities and sport.

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.*

Attach Additional GEP Information if applicable

Global Knowledge Open when gep_category = GLOBAL
Each course in the Global Knowledge category of the General Education Program will provide instruction and guidance that help students to achieve objective #1 plus at least one of objectives 2, 3, and 4:

List the Instructor's student learning outcomes that are relevant to the GEP Global Knowledge Objective 1:
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.

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.*

Please complete at least 1 of the following student objectives.
List the Instructor's student learning outcomes that are relevant to the GEP Global Knowledge Objective 2:
Obj. 2) Compare these distinguishing characteristics between the non-U.S. society and at least one other society.

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.*

List the Instructor's student learning outcomes that are relevant to the GEP Global Knowledge Objective 3:
Obj. 3) Explain how these distinguishing characteristics relate to their cultural and/or historical contexts in the non-U.S. society.

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.*

List the Instructor's student learning outcomes that are relevant to the GEP Global Knowledge Objective 4:
Obj. 4) Explain how these disinguishing characteristics change in response to internal and external pressures on the non-U.S. society.

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.*

Attach Additional GEP Information if applicable

US Diversity Open when gep_category = USDIV
Each course in the US Diversity category of the General Education Program will provide instruction and guidance that help students to achieve at least 2 of the following objectives:
Please complete at least 2 of the following student objectives.

List the Instructor's student learning outcomes that are relevant to the GEP U.S. Diversity Objective 1:
Obj. 1) Analyze how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identities are shaped by cultural and societal influences.

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.*

List the Instructor's student learning outcomes that are relevant to the GEP U.S. Diversity Objective 2:
Obj. 2) Categorize and compare historical, social, political, and/or economic processes producing diversity, equality, and structured inequalities in the U.S.

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.*

List the Instructor's student learning outcomes that are relevant to the GEP U.S. Diversity Objective 3:
Obj. 3) Interpret and evaluate social actions by religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups affecting equality and social justice in the U.S.

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.*

List the Instructor's student learning outcomes that are relevant to the GEP U.S. Diversity Objective 4:
Obj. 4) Examine interactions between people from different religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups in the U.S.

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.*

Attach Additional GEP Information if applicable

Requisites and Scheduling
What percentage of the seats offered will be open to all students?

a. If seats are restricted, describe the restrictions being applied.

b. Is this restriction listed in the course catalog description for the course?

List all course pre-requisites, co-requisites, and restrictive statements (ex: Jr standing; Chemistry majors only). If none, state none.

List any discipline specific background or skills that a student is expected to have prior to taking this course. If none, state none. (ex: ability to analyze historical text; prepare a lesson plan)

Additional Information
Complete the following 3 questions or attach a syllabus that includes this information. If a 400-level or dual level course, a syllabus is required.

Title and author of any required text or publications.

Major topics to be covered and required readings including laboratory and studio topics.

List any required field trips, out of class activities, and/or guest speakers.

Consultation

Instructional Resources Statement

Course Objectives/Goals

Student Learning Outcomes

Student Evaluation Methods

Topical Outline/Course Schedule

Syllabus

Additional Documentation

Additional Comments

Justification for this request

This course has not been taught in the past 10+ years. There are no enrollment statistics and it is not a required course in any of the PO programs (SPS; TPS; or LPM).

Course Reviewer Comments

Key: 6714

Preview Bridge (http://catalog.ncsu.edu/)

North Carolina State University is a land-grant university and a constituent institution of The University of North Carolina

Department of Agricultural and Resource Economics
Campus Box 8109
Raleigh, North Carolina 27695-8109

NC STATE UNIVERSITY

919.515.3107
919.515.6268 (fax)

CERTIFICATE ACTION MEMORANDUM

TO: University Courses and Curricula Committee, Academic Programs and Services

FROM: Dr. Theodore A. Feitshans, Director, ARE Distance Education Program

SUBJECT: Certificate Action for University Undergraduate Certificate in Agricultural Business Management

DATE: September 4, 2015

Title/SIS Code:	University Undergraduate Certificate in Agricultural Business Management/32ABMCTU
Proposed Revision:	Add ARE 323, Agribusiness Finance, as a course option to the list of elective courses to allow participants to take a course focused on the detailed creation and use of business financial statements, including Income Statements, Balance Sheets, and Statements of Cash Flow, within the context of the agribusiness industry. See change noted ("Section A," attached) on certificate Program of Study posted by the Office of Undergraduate Courses and Curricula.
CIP Code:	This revision does not affect a CIP Code designation.
Certificate Recipients:	There have been 0 certificate recipients in the last 4 years.
Impact on other Departments/Programs:	Certificate is administered only by the Department of Agricultural and Resource Economics (ARE). There is no impact on other departments or programs.
Proposed Effective Date Of Revision:	January 1, 2016

Required Course to be taken via distance education (section 601)

ARE 201 – Introduction to Agricultural and Resource Economics* (C- minus or higher) (3 credit hours)

**ARE 201-601 must be successfully completed before enrollment in any Elective courses.*

Elective Courses to be taken via distance education (section 601) (12 credit hours):

All courses provide 3 credit hours each.

Only one course can be selected from each numbered group:

Deleted – See "Section A"

~~1. ARE 303 – Farm Business Management – OR – ARE 304 – Agribusiness Management~~
~~2. ARE 306 – Agricultural Law – OR – ARE 309 – Environmental Law and Economic Policy~~
~~3. ARE 311 – Agricultural Markets – OR – ARE 312 – Agribusiness Marketing~~
~~4. ARE 215 – Small Business Accounting~~
~~5. ARE 332 – Human Resource Management for Agribusiness~~
~~6. ARE 345 – Global Agribusiness Management~~
~~7. ARE 444 – Ethics in Agribusiness~~
~~8. ARE 495 – Special Topics in Agricultural and Resource Economics* (3 credit hours)~~

*Any ARE 495-601 section must be pre-approved for the certificate by the Distance Education Coordinator. ARE 495-601 may only be taken after the successful completion of 12 credit hours.

Admissions Requirements

- ***Must be currently enrolled in a 2-year or 4-year degree program at an accredited college or university and provide proof of a 2.5 GPA or higher; or must have received an Associate Degree from an accredited institution;***
- Proof of current enrollment in an Associate Degree or B.S. or B.A. Degree program, or receipt of an Associate Degree, is required via an official copy of applicant's transcript from the degree conferring institution, before the application can be reviewed.
- ***Not enrolled in a 4-year undergraduate degree program at N.C. State University***; and
- Accepted as a Non-Degree Studies Student through DELTA, if not already enrolled.

Completion Requirements

The following are the requirements that must be met to receive a University Undergraduate Certificate in Agricultural Business Management:

- ***Associate Degree or Bachelor of Science or Bachelor of Arts Degree must be received prior to receiving the University Undergraduate Certificate in Agribultural Business Management.*** Proof of receipt of Associate Degree or B.S. or B.A. Degree is required, by providing updated official copy(ies) ofapplicant's transcript(s) from the degree conferring institution(s), before the certificate may be awarded. Thisrequirement must be fulfilled in addition to other certificate program requirements.
- Completion of 15 credit hours from the list of required and elective courses with a grade of C- or higher received for each course and an overall GPA of 2.0 or higher must be achieved upon completion of all required courses.
- Four (4) years will be allowed for completion of all courses. The time limit starts with

Required Course to be taken via distance education (section 601)

ARE 201 – Introduction to Agricultural and Resource Economics* (C- minus or higher) (3 credit hours)

**ARE 201-601 must be successfully completed before enrollment in any Elective courses.*

Elective Courses to be taken via distance education (section 601) (12 credit hours):

All courses provide 3 credit hours each.

Only one course can be selected from each numbered group:

Section A

1. ARE 303 – Farm Business Management – OR – ARE 304 – Agribusiness Management
2. ARE 306 – Agricultural Law – OR – ARE 309 – Environmental Law and Economic Policy
3. ARE 311 – Agricultural Markets – OR – ARE 312 – Agribusiness Marketing
4. ARE 215 – Small Business Accounting
5. ARE 323 – Agribusiness Finance ← New Course
6. ARE 332 – Human Resource Management for Agribusiness
7. ARE 345 – Global Agribusiness Management
8. ARE 444 – Ethics in Agribusiness
9. ARE 495 – Special Topics in Agricultural and Resource Economics* (3 credit hours)

*Any ARE 495-601 section must be pre-approved for the certificate by the Distance Education Coordinator. ARE 495-601 may only be taken after the successful completion of 12 credit hours.

Admissions Requirements

- ***Must be currently enrolled in a 2-year or 4-year degree program at an accredited college or university and provide proof of a 2.5 GPA or higher; or must have received an Associate Degree from an accredited institution;***
- Proof of current enrollment in an Associate Degree or B.S. or B.A. Degree program, or receipt of an Associate Degree, is required via an official copy of applicant's transcript from the degree conferring institution, before the application can be reviewed.
- ***Not enrolled in a 4-year undergraduate degree program at N.C. State University***; and
- Accepted as a Non-Degree Studies Student through DELTA, if not already enrolled.

Completion Requirements

The following are the requirements that must be met to receive a University Undergraduate Certificate in Agricultural Business Management:

- ***Associate Degree or Bachelor of Science or Bachelor of Arts Degree must be received prior to receiving the University Undergraduate Certificate in Agribultural Business Management.*** Proof of receipt of Associate Degree or B.S. or B.A. Degree is required, by providing updated official copy(ies) ofapplicant's transcript(s) from the degree conferring institution(s), before the certificate may be awarded. Thisrequirement must be fulfilled in addition to other certificate program requirements.
- Completion of 15 credit hours from the list of required and elective courses with a grade of C- or higher received for each course and an overall GPA of 2.0 or higher must be achieved upon completion of all required courses.
- Four (4) years will be allowed for completion of all courses. The time limit starts with

SIGNATURE PAGE

COURSE ACTION FOR TYPE COURSE NUMBER/PREFIX HERE

RECOMMENDED BY:

Charles D Saffley 9/8/15

HEAD, DEPARTMENT/PROGRAM — DATE

ENDORSED BY:

Melissa S Merrell 9/11/15

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE — DATE

Samuel L Pardue 9/11/15

COLLEGE DEAN — DATE

APPROVED BY:

CHAIR, UNIVERSITY COURSES & CURRICULA COMMITTEE — DATE

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION — DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA) — DATE

APPROVED EFFECTIVE DATE _____

North Carolina State University is a land-grant university and a constituent institution of The University of North Carolina

Department of Agricultural and Resource Economics
Campus Box 8109
Raleigh, North Carolina 27695-8109

NC STATE UNIVERSITY

919.515.3107
919.515.6268 (fax)

CERTIFICATE ACTION MEMORANDUM

TO: University Courses and Curricula Committee, Academic Programs and Services

FROM: Dr. Theodore A. Feitshans, Director, ARE Distance Education Program

SUBJECT: Certificate Action for University Post Baccalaureate Certificate in Agricultural Business Management

DATE: September 4, 2015

Title/SIS Code:	University Post Baccalaureate Certificate in Agricultural Business Management/32ABCTU
Proposed Revision:	Add ARE 323, Agribusiness Finance, as a course option to the list of elective courses to allow participants to take a course focused on the detailed creation and use of business financial statements, including Income Statements, Balance Sheets, and Statements of Cash Flow, within the context of the agribusiness industry. See change noted ("Section A," attached) on certificate Program of Study posted by the Office of Undergraduate Courses and Curricula.
CIP Code:	This revision does not affect a CIP Code designation.
Certificate Recipients:	There have been 4 certificate recipients in the last 4 years.
Impact on other Departments/Programs:	Certificate is administered only by the Department of Agricultural and Resource Economics (ARE). There is no impact on other departments or programs.
Proposed Effective Date Of Revision:	January 1, 2016

higher) (3 credit hours)

*ARE 201-601 must be successfully completed before enrollment in any Elective courses.

Elective Courses to be taken via distance education (section 601) (12 credit hours):

All courses provide 3 credit hours each.

Only one course can be selected from each numbered group:

Deleted – See "Section A"

1. ~~ARE 303 – Farm Business Management – OR – ARE 304 – Agribusiness Management~~
2. ~~ARE 306 – Agricultural Law – OR – ARE 309 – Environmental Law and Economic Policy~~
3. ~~ARE 311 – Agricultural Markets – OR – ARE 312 – Agribusiness Marketing~~
4. ~~ARE 215 – Small Business Accounting~~
5. ~~ARE 332 – Human Resource Management for Agribusiness~~
6. ~~ARE 345 – Global Agribusiness Management~~
7. ~~ARE 444 – Ethics in Agribusiness~~
8. ~~ARE 495 – Special Topics in Agricultural and Resource Economics* (3 credit hours)~~

*Any ARE 495-601 section must be pre-approved for the certificate by the Distance Education Coordinator. ARE 495-601 may only be taken after the successful completion of 12 credit hours.

Admissions requirements

- ***Student must have received a Bachelor of Science or Bachelor of Arts Degree from an accredited institution***. Proof of receipt of a previously awarded B.S. or B.A degree is required, via an official copy of applicant's transcript from the degree conferring institution, before the application may be reviewed.
- Not enrolled in a 4-year undergraduate degree program at N.C. State University; and
- Acceptance as a Non-Degree Studies Student through DELTA, if not already enrolled.

Completion Requirements

The following are the requirements that must be met to receive a University Certificate in Agricultural Business Management:

- Completion of 15 credit hours from the list of required and elective courses with a grade of C- or higher received for each course and an overall GPA of 2.0 or higher must be achieved upon completion of all required courses.
- Four (4) years will be allowed for completion of all courses. The time limit starts with enrollment in the first course. Students will be allowed to defer no more than two semesters after acceptance into the program.
- All courses must be 601 sections taken through distance education unless special approval is granted for completion of an on-campus section to allow the student to successfully complete the course sequence for receipt of a Post Baccalaureate ABM Certificate.
- None of the required 15 credit hours may be taken for S/U or "credit only.
- No transfer credits from other institutions to fulfill certificate course requirements are allowed.
- Students currently enrolled in the Agricultural Business Management major or who would qualify for the ABM minor do not qualify for this program.

Total Credit Hours Required: 15

Plan of Study

Contact the Program Coordinator.

higher) (3 credit hours)

*ARE 201-601 must be successfully completed before enrollment in any Elective courses.

Elective Courses to be taken via distance education (section 601) (12 credit hours):

All courses provide 3 credit hours each.

Only one course can be selected from each numbered group:

Section A

1. ARE 303 – Farm Business Management – OR – ARE 304 – Agribusiness Management
2. ARE 306 – Agricultural Law – OR – ARE 309 – Environmental Law and Economic Policy
3. ARE 311 – Agricultural Markets – OR – ARE 312 – Agribusiness Marketing
4. ARE 215 – Small Business Accounting
5. ARE 323 – Agribusiness Finance ← New Course
6. ARE 332 – Human Resource Management for Agribusiness
7. ARE 345 – Global Agribusiness Management
8. ARE 444 – Ethics in Agribusiness
9. ARE 495 – Special Topics in Agricultural and Resource Economics* (3 credit hours)

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Total Credit Hours Required: 15

Plan of Study

Contact the Program Coordinator.

SIGNATURE PAGE

COURSE ACTION FOR TYPE COURSE NUMBER/PREFIX HERE

RECOMMENDED BY:

Charles D Safley — 9/8/15

HEAD, DEPARTMENT/PROGRAM — DATE

ENDORSED BY:

Melissa Merrell — 9/11/15

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE — DATE

Samuel L Pardue — 9/11/15

COLLEGE DEAN — DATE

APPROVED BY:

CHAIR, UNIVERSITY COURSES & CURRICULA COMMITTEE — DATE

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION — DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA) — DATE

APPROVED EFFECTIVE DATE _____

North Carolina State University is a land-grant university and a constituent institution of The University of North Carolina

Office of Undergraduate Programs

NC STATE UNIVERSITY

Poole College of Management
Campus Box 8614
Raleigh, NC 27695-8614

919.515.5565 (phone)
919.515.5564 (fax)

MEMO

Date: September 11, 2105

To: Dr. Barbara Kirby, Associate Vice Provost, Academic Programs & Services

From: Dr. Brad Kirkman, Department Head, Management, Innovation, and Entrepreneurship

Subject: Remove MIE 201 as a Prerequisite to MIE 310

Please remove MIE 201, *Introduction to Business Processes,* as a prerequisite to MIE 310, *Introduction to Entrepreneurship.*

The introductory business concepts covered in MIE 201 are not required knowledge for students enrolling in MIE 310. Eliminating this prerequisite will allow students an opportunity to explore the entrepreneurship discipline earlier in their academic career.

PROPOSED EFFECTIVE: IMMEDIATELY

RECOMMENDED BY:

HEAD, DEPARTMENT/PROGRAM — DATE: 9/14/15

ENDORSED BY:

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE — DATE: 9/14/15

COLLEGE DEAN — DATE: 9/14/15

APPROVED BY:

CHAIR, UNIVERSITY COURSES & CURRICULA COMMITTEE — DATE

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION — DATE

DEAN OF UNDERGRADUATE ACADEMIC PROGRAMS — DATE

BAE 371: Fundamentals of Hydrology for Engineers

Course Inventory Change Request

In Workflow

1. 11BAE UG Director of Curriculum (andy_hale@ncsu.edu)
2. 11BAE UnderGrad Head (garry_grabow@ncsu.edu)
3. CALS CC Coordinator UG (renutt@ncsu.edu)
4. CALS CC Meeting UG (renutt@ncsu.edu)
5. CALS CC Chair UG (msashwel@ncsu.edu)
6. CALS Final Review UG (renutt@ncsu.edu)
7. CALS Dean UG (sam_pardue@ncsu.edu)
8. OUCC Review (gmneugeb@ncsu.edu)
9. COE CC Coordinator UG (dwparish@ncsu.edu)
10. COE CC Chair UG (dwparish@ncsu.edu)
11. COE Final Review UG (dwparish@ncsu.edu)
12. COE Dean UG (jerome_lavelle@ncsu.edu)
13. UCCC Coordinator (gmneugeb@ncsu.edu)
14. UCCC Meeting (gmneugeb@ncsu.edu)
15. UCCC Chair (despain@ncsu.edu)
16. OUCC Final Signature (barbara_kirby@ncsu.edu)
17. OUCC Final Review (gmneugeb@ncsu.edu)
18. PeopleSoft (lamarcus@ncsu.edu; blpearso@ncsu.edu; Charles_Clift@ncsu.edu; ldmihalo@ncsu.edu; jmharr19@ncsu.edu; Tracey_Ennis@ncsu.edu)

Approval Path

1. Fri, 24 Jul 2015 14:30:03 GMT
   Scott Hale (hale): Approved for 11BAE UG Director of Curriculum
2. Wed, 02 Sep 2015 22:04:22 GMT
   Garry Grabow (glgrabow): Approved for 11BAE UnderGrad Head
3. Thu, 03 Sep 2015 12:49:32 GMT
   Robin Clements (renutt): Approved for CALS CC Coordinator UG
4. Fri, 11 Sep 2015 15:44:54 GMT
   Robin Clements (renutt): Approved for CALS CC Meeting UG
5. Fri, 11 Sep 2015 15:51:05 GMT
   Melissa Merrill (msashwel): Approved for CALS CC Chair UG
6. Fri, 11 Sep 2015 15:54:05 GMT
   Robin Clements (renutt): Approved for CALS Final Review UG
7. Fri, 11 Sep 2015 16:40:09 GMT
   Samuel Pardue (slpposc): Approved for CALS Dean UG

Date Submitted: Fri, 24 Jul 2015 14:23:38 GMT

Viewing: BAE 371 : Fundamentals of Hydrology for Engineers

Changes proposed by: hale

Course Prefix

BAE (Biological and Agricultural Engineering)

Course Number

371

Course ID

001375

Cross-listed Course

No

Title

Fundamentals of Hydrology for Engineers

Abbreviated Title

Fund of Hydr for Engr

College

College of Agriculture and Life Sciences

Academic Org Code

Biological and Agriculture Engineering (11BAE)

CIP Discipline Specialty Number

14.0301

CIP Discipline Specialty Title

Agricultural Engineering.

Term Offering

Fall Only

Year Offering

Offered Every Year

Effective Date

Spring 2016

Previously taught as Special Topics?

No

Course Delivery

Face-to-Face (On Campus)

Grading Method

Graded with S/U option

Credit Hours

3

Course Length

16

weeks

Contact Hours
(Per Week)

Component Type	Contact Hours
Laboratory	2.0
Lecture	2.0

Course Attribute(s)

Course Is Repeatable for Credit

No

Instructor Name

Rodney Huffman

Instructor Title

Associate Professor

Anticipated On-Campus Enrollment

Open when course_delivery = campus OR course_delivery = blended OR course_delivery = flip

Enrollment Component	Per Semester	Per Section	Multiple Sections?	Comments
Lecture	60	60	No	n/a
Laboratory	60	20	Yes	n/a

Course Prerequisites, Corequisites, and Restrictive Statement

Prerequisite: (BAE 200, CSC 112, CSC 114, or CSC 116) and (BAE 202 or 203); Corequisite: SSC 200 and either (CE 382 or MAE 308)

Is the course required or an elective for a Curriculum?

Yes

Which Curricula are Affected?

SIS Program Code	Program Title	Required or Elective?
11BEBS	Biological Engineering	Elective
11BEBEA	Biological Engineering - Agricultural Engineering	Elective
11BEBEP	Biological Engineering - Bioprocess Engineering	Elective
11BEBEP	Biological Engineering - Environemtnal Engineering	Required
?	Biological Engineering - Ecological Engineering	Required

Catalog Description

Hydrology and erosion principles. Designing structures and selecting practices to control land runoff, erosion, sediment pollution and flooding.

Justification for each revision:

-
- The course name is being changed from "Land Resources Environmental Engineering" to "Fundamentals of Hydrology for Engineers" so that it more accurately reflects the course's content.
-
- Two prerequisite changes are being made. In the first, "BAE 200, CSC 112, CSC 114, CSC 116" is being changed to "BAE 200, CSC 112, CSC 114, or CSC 116" to correct a previous error. BAE 202 or 203 is being added as a prerequisite to ensure students have the CAD background needed to master the course's content.
-

Does this course have a fee?

No

Is this a GEP Course?

No

Consultation

Instructional Resources Statement

This is an existing course. No new resources will be required.

Course Objectives/Goals

Student Learning Outcomes

At the conclusion of this course, students will be able to:

- identify major water quality concerns;
- analyze precipitation records and determine probabilistic rainfall amounts;
- calculate potential evapotranspiration and apply adjustments for specific land covers;
- calculate infiltration rates and depths;
- predict runoff volume and peak rate for a given watershed and design storm;
- apply basic open channel hydraulics for design of conveyences;
- estimate erosion rates and select appropriate practices for management;
- design erosion control structures;
- select and design hydraulic control structures;
- analyze hydraulics of impoundments;
- apply flood routing methods for design of flood control structures.

Student Evaluation Methods

Evaluation Method	Weighting/Points for Each	Details
Homework	20	All assignments must be completed and submitted in the prescribed formats.
Lab Report	20	Lab reports must be completed and submitted using the prescribed formats. All team members must participate materially and identify their contributions.
Quizzes	10	These are chapter checks which must be completed prior to the start of the class in which the topic is first discussed. Chapter Checks are administered through Moodle.
Other	10	In-class (clicker) responses.
Multiple exams	20	n/a
Final Exam	20	n/a

Topical Outline/Course Schedule

Syllabus

BAE_371_001-1.docx
BAE_371_001-1.pdf

Additional Documentation

Additional Comments

Course Reviewer Comments

Key: 454

Preview Bridge (http://catalog.ncsu.edu/)

BAE 371 Course Syllabus

BAE 371 – Fundamentals of Hydrology for Engineers

Section 001

FALL 2015

3 Credit Hours

Course Description

Hydrology and erosion principles. Designing structures and selecting practices to control runoff, erosion, sediment pollution, and flooding.

Learning Outcomes

By the end of this course, students will be able to:

- identify major water quality concerns;
- analyze precipitation records and determine probabilistic rainfall amounts;
- calculate potential evapotranspiration and apply adjustments for specific land covers;
- calculate infiltration rates and depths;
- predict runoff volume and peak rate for a given watershed and design storm;
- apply basic open channel hydraulics for design of conveyences;
- estimate erosion rates and select appropriate practices for management;
- design erosion control structures;
- select and design hydraulic control structures;
- analyze hydraulics of impoundments;
- apply flood routing methods for design of flood control structures.

Course Structure

Classes will begin with overview and Q&A for readings and homeworks. Most of the time will be devoted to examples and in-class exercises. Each student is expected to have the text, a calculator, and a clicker. Students will read the assigned materials and complete online exercises prior to class.

Labs are team exercises related to current course topics.

Course Policies

Computers and personal communication devices (e.g., phones) may not be used during class except by permission of the instructor.

Chapter Checks and Homework assignment are online and are open for limited times. These will not be extended for any individual unless an excusable absence is involved.

Instructors

Rodney L Huffman (huffman) - *Instructor*
Email: huffman@ncsu.edu
Web Page: http://www.bae.ncsu.edu/people/faculty/huffman/
Phone: 919-515-6740
Office Location: 151 D S Weaver Labs
Office Hours:

See http://www.bae.ncsu.edu/people/faculty/huffman/schedule_fall.htm
After Fall Break, BAE325 (and its labs) will be open times.

Course Meetings

Lecture

Days: MW
Time: 9:10am - 10:00am
Campus: Main
Location: DSW 158
This meeting is required.

Lab

Days: T
Time: 10:15am - 12:05pm
Campus: Main
Location: DSW 142
This meeting is required.

Lab

Days: T
Time: 1:30pm - 3:20pm
Campus: Main
Location: DSW 142
This meeting is required.

Course Materials

Textbooks

Soil and Water Conservation Engineering - *Huffman, Fangmeier, Elliot, and Workman*
Edition: 7
ISBN: 9781892769862
Web Link: http://www.asabe.org/publications/publications/book-catalog/textbooks
Cost: ~$90
This textbook is required.

Response Card NXT (or newer) - *Turning Techologies*
Edition: N/A
ISBN: 978-1892769862
Web Link: http://www.turningtechnologies.com/
Cost: $50 new; $34 used
This textbook is required.

Expenses

None.

Materials

Scientific calculator - (varies)
This material is required.

Requisites and Restrictions

Prerequisites

BAE 200 or CSC 112 or CSC 114 or CSC 116
BAE 202 or 203

Co-requisites

SSC 200 and either CE 382 or MAE 308

Restrictions

None.

General Education Program (GEP) Information

GEP Category

This course does not fulfill a General Education Program category.

GEP Co-requisites

This course does not fulfill a General Education Program co-requisite.

Transportation

This course will not require students to provide their own transportation. Non-scheduled class time for field trips or out-of-class activities is NOT required for this class.

Safety & Risk Assumptions

Labs may deal with equipment or situations that could pose risk of injury. Students are expected to follow prescribed procedures and exercise due caution at all times.

Grading

Grade Components

Component	Weight	Details
Chapter Checks	**10**	Must be completed prior to the start of the class in which the topic is first discussed. Chapter Checks are administered through Moodle.
Homework	**20**	All assignments must be completed and submitted in the prescribed formats.
Labs	**20**	Lab reports must be completed and submitted using the prescribed formats. All team members must participate materially and identify their contributions.
Midterm Exams	**20**	
Final Exam	**20**	
In-class work	**10**	In-class (clicker) responses are tallied. Scores are scaled such that 70% correct receives full credit.

Letter Grades

This Course uses Standard NCSU Letter Grading:

97	≤	**A+**	≤	100
93	≤	**A**	<	97
90	≤	**A-**	<	93
87	≤	**B+**	<	90
83	≤	**B**	<	87
80	≤	**B-**	<	83
77	≤	**C+**	<	80
73	≤	**C**	<	77
70	≤	**C-**	<	73
67	≤	**D+**	<	70
63	≤	**D**	<	67
60	≤	**D-**	<	63
0	≤	**F**	<	60

Requirements for Credit-Only (S/U) Grading

In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- or better. Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to http://policies.ncsu.edu/regulation/reg-02-20-15.

Requirements for Auditors (AU)

Information about and requirements for auditing a course can be found at http://policies.ncsu.edu/regulation/reg-02-20-04.

Auditors must take all examinations with a minimum total score of 70.

Policies on Incomplete Grades

If an extended deadline is not authorized by the instructor or department, an unfinished incomplete grade will automatically change to an F after either (a) the end of the next regular semester in which the student is enrolled (not including summer sessions), or (b) the end of 12 months if the student is not enrolled, whichever is shorter. Incompletes that change to F will count as an attempted course on transcripts. The burden of fulfilling an incomplete grade is the responsibility of the student. The university policy on incomplete grades is located at http://policies.ncsu.edu/regulation/reg-02-50-3.

Late Assignments

Assignments that are submitted late are subject a penalty of 30 percent of the maximum credit. Assignments that are submitted 72 hours late or after the work has been returned to the rest of the class will receive no credit. The clock is continuous through weekends, holidays, etc.

Attendance Policy

For complete attendance and excused absence policies, please see http://policies.ncsu.edu/regulation/reg-02-20-03

Attendance Policy

Regular attendance is expected. Notices of expected absences should be given to the instructor at the earliest possible date, either in person or by email.

Attendance is mandatory for labs. Labs will not be accepted as individual submissions and no makeup will be permitted. A student who skips a lab will earn a zero for that assignment.

Absences Policy

The university definition for excused absences will be used for this course.

Makeup Work Policy

If an absence is excused, makeup work will be arranged on an individual basis, depending on the nature and importance of the missed work.

In-class work cannot be made up.

Labs cannot be made up.

Additional Excuses Policy

None.

Academic Integrity

Academic Integrity

Students are required to comply with the university policy on academic integrity found in the Code of Student Conduct found at http://policies.ncsu.edu/policy/pol-11-35-01

All violations of academic integrity will be reported to the Office of Student Conduct and appropriate sanctions will be applied.

Use of a clicker by anyone other than the registered owner will be treated as a violation of the Code of Student Conduct by the owner and any other parties involved.

Academic Honesty

See http://policies.ncsu.edu/policy/pol-11-35-01 for a detailed explanation of academic honesty.

The collaboration policy for the course is posted on Moodle. It lists types of collaboration permitted on the various types of assignments. Violations will be reported and sanctions applied.

Use of the work of any other person without proper attribution, including former students in this course or students in similar courses at this or any other institution, will be regarded as a violation of academic integrity.

Honor Pledge

Your signature on any test or assignment indicates "I have neither given nor received unauthorized aid on this test or assignment." **Submission of any work in any format and by any means implies the same**.

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.
Electronically-hosted Components: Moodle

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), 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 at http://policies.ncsu.edu/regulation/reg-02-20-01.

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://policies.ncsu.edu/policy/pol-04-25-05 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 919-515-3148.

Course Schedule

NOTE: The course schedule is subject to change.

Lecture MW 9:10am - 10:00am — Week 1 — 8/21 - 8/23

Water Quality

SWCE (Soil & Water Conservation Engineering, 7e) Ch 2

CC (chapter check) 02

HW (homework) 02

Lecture MW 9:10am - 10:00am — Week 2 — 8/24 - 8/28

Water Quality; Precipitation

SWCE Ch 3

CC03

HW03a

Lab T 10:15am - 12:05pm — L01 — 8/25 - 8/25

Excel tools and methods needed for BAE 371

Lecture MW 9:10am - 10:00am — Week 3 — 8/31 - 9/4

Precipitation; Evapotranspiration

SWCE Ch 3, 4

CC04

HW03b

Lab T 10:15am - 12:05pm — L02 — 9/1 - 9/1

Synthetic Storms

Lecture MW 9:10am - 10:00am — Week 4 — 9/7 - 9/11

Evapotranspiration

SWCE Ch 4

HW04

Lab T 10:15am - 12:05pm — L03 — 9/8 - 9/8

Penmen-Monteith Estimation of ET

Lecture MW 9:10am - 10:00am — Week 5 — 9/14 - 9/18

Infiltration

SWCE Ch 5

CC05

HW05

Midterm Exam 1: Ch 2-4

Lab T 10:15am - 12:05pm — L04 — 9/15 - 9/15

Green-Ampt Infiltration Model

TBD — Week 6 — 9/21 - 9/25

Runoff: Peak Rates and Volumes

SWCE Ch 5

Lab T 10:15am - 12:05pm — L05 — 9/22 - 9/22

Synthetic Hydrographs

Lecture MW 9:10am - 10:00am — Week 7 — 9/28 - 10/2

Open Channel Flow

SWCE Ch 6

CC06

HW06

Lab T 10:15am - 12:05pm — L06 — 9/29 - 9/29

Critical flow & Broad-crested weir

Lecture MW 9:10am - 10:00am — Week 8 — 10/5 - 10/9

Open Channel Flow; Erosion by Water

SWCE Ch 6 & 7

CC07

HW07

Lab T 10:15am - 12:05pm — L07 — 10/6 - 10/6

Crump Weir & Hydraulic Jump

Lecture MW 9:10am - 10:00am — Week 9 — 10/12 - 10/16

Erosion by Water

SWCE Ch 7

Midterm Exam 2: Ch 5-6

Lab T 10:15am - 12:05pm — L08 — 10/13 - 10/13

Erosion Rate Estimation using WEPP

Lecture MW 9:10am - 10:00am — Week 10 — 10/19 - 10/23

Terraces & Vegetated Waterways

SWCE Ch 8

CC08

HW08

Lab T 10:15am - 12:05pm — L09 — 10/20 - 10/20

Terrace Design

Lecture MW 9:10am - 10:00am — Week 11 — 10/26 - 10/30

Water Control Structures

SWCE Ch 9

CC09a

HW09a

Lab T 10:15am - 12:05pm — L10 — 10/27 - 10/27

Vegetated Waterway Design

Lecture MW 9:10am - 10:00am — Week 12 — 11/2 - 11/6

Flood Routing

SWCE Ch 9

CC09b

HW09b

Lab T 10:15am - 12:05pm — L11 — 11/3 - 11/3

Culvert Analysis

Lecture MW 9:10am - 10:00am — Week 13 — 11/9 - 11/13

Sediment Control

SWCE Ch 9

CC09c

HW09c

Midterm Exam 3: Ch 7-9a

Lab T 10:15am - 12:05pm — L12 — 11/17 - 11/24

Detention Basin Design, week 1

Lecture MW 9:10am - 10:00am — Week 14 — 11/16 - 11/20

Sediment Control; Water Supply

SWCE Ch 9, 11

CC11

HW11

Lab T 10:15am - 12:05pm — L12, continued — 11/17 - 11/24

Detention Basin Design, week 2

Lecture MW 9:10am - 10:00am — Week 15 — 11/23 - 11/24

Water Supply

SWCE 11

Lab T 10:15am - 12:05pm — L13 — 11/24 - 12/1

Detention Basin with Flood Spillway, week 1

Lecture MW 9:10am - 10:00am — Week 16 — 11/30 - 12/2

Wetlands; Review

SWCE Ch 12

CC12

HW12

Lab T 10:15am - 12:05pm — L13, continued — 11/24 - 12/1

Detention Basin with Flood Spillway, week 2

PO 412: Emerging Topics in Poultry Science

Course Inventory Change Request

In Workflow

1. 11PO UG Director of Curriculum (jbrake@ncsu.edu; lwdavis@ncsu.edu)
2. 11PO UnderGrad Head ()
3. CALS CC Coordinator UG (renutt@ncsu.edu)
4. CALS CC Meeting UG (renutt@ncsu.edu)
5. CALS CC Chair UG (msashwel@ncsu.edu)
6. CALS Final Review UG (renutt@ncsu.edu)
7. CALS Dean UG (sam_pardue@ncsu.edu)
8. OUCC Review (gmneugeb@ncsu.edu)
9. UCCC Coordinator (gmneugeb@ncsu.edu)
10. UCCC Meeting (gmneugeb@ncsu.edu)
11. UCCC Chair (despain@ncsu.edu)
12. OUCC Final Signature (barbara_kirby@ncsu.edu)
13. OUCC Final Review (gmneugeb@ncsu.edu)
14. PeopleSoft (lamarcus@ncsu.edu; blpearso@ncsu.edu; Charles_Clift@ncsu.edu; ldmihalo@ncsu.edu; jmharr19@ncsu.edu; Tracey_Ennis@ncsu.edu)

Approval Path

1. Thu, 03 Sep 2015 20:42:50 GMT
   Lynn Worley-Davis (lwdavis): Approved for 11PO UG Director of Curriculum
2. Fri, 04 Sep 2015 13:12:19 GMT
   Charles Williams (cmw): Approved for 11PO UnderGrad Head
3. Fri, 04 Sep 2015 13:18:06 GMT
   Robin Clements (renutt): Approved for CALS CC Coordinator UG
4. Fri, 11 Sep 2015 15:43:14 GMT
   Robin Clements (renutt): Approved for CALS CC Meeting UG
5. Fri, 11 Sep 2015 15:51:15 GMT
   Melissa Merrill (msashwel): Approved for CALS CC Chair UG
6. Fri, 11 Sep 2015 15:54:10 GMT
   Robin Clements (renutt): Approved for CALS Final Review UG
7. Fri, 11 Sep 2015 16:39:56 GMT
   Samuel Pardue (slpposc): Approved for CALS Dean UG

New Course Proposal

Date Submitted: Thu, 03 Sep 2015 20:40:23 GMT

Viewing: PO 412 : Emerging Topics in Poultry Science

Changes proposed by: lwdavis

Course Prefix

PO (Poultry Science)

Course Number

412

Dual-Level Course

No

Cross-listed Course

No

Title

Emerging Topics in Poultry Science

Abbreviated Title

Emerging Topics

College

College of Agriculture and Life Sciences

Academic Org Code

Poultry Science (11PO)

CIP Discipline Specialty Number

CIP Discipline Specialty Title

Term Offering

Spring Only

Year Offering

Offered Every Year

Effective Date

Spring 2016

Previously taught as Special Topics?

No

Course Delivery

Face-to-Face (On Campus)

Grading Method

Graded with S/U option

Credit Hours

3

Course Length

16

weeks

Contact Hours (Per Week)

Component Type	Contact Hours
Lecture	3

Course Attribute(s)

Capstone

Course Is Repeatable for Credit

No

Instructor Name

Lynn Worley-Davis

Instructor Title

Lecturer

Anticipated On-Campus Enrollment

Open when course_delivery = campus OR course_delivery = blended OR course_delivery = flip

Enrollment Component	Per Semester	Per Section	Multiple Sections?	Comments
Lecture	15	15	No	This course was taught as PO 495 Special Topics Spring 2015 with an enrollment of 9.

Course Prerequisites, Corequisites, and Restrictive Statement

This course is designed for students that have completed PO 201 and PO 202. Junior or Senior standing.

Is the course required or an elective for a Curriculum?

Yes

Which Curricula are Affected?

SIS Program Code	Program Title	Required or Elective?
11PLTRYBS-11PLTRYSPS	Poultry Science: Science	Elective
11PLTRYBS-11PLTRYTPS	Poultry Science: Technology	Elective
11AGEDBS-11AGEDPSC	Agricultural Education (BS): Poultry Science	Elective
11AGSBS	Agricultural Science (BS)	Elective

Catalog Description

This course is designed to allow students to merge science taught in previous Poultry Science courses with topics considered of interest or emerging in the poultry industry. Students will utilize science and critical thinking skills to solve real world scenarios.

Justification for new course:

This course was taught as a PO 495 Special Topics course based on feedback from industry advisory board members related to preparation of students for employment. The course incorporates critical thinking skills needed in both the workplace and for professional school based on the science taught in the curriculum. Topics highlighted in the course this past semester were based on feedback from the poultry industry. Topics included: Animal Welfare, Public perceptions of the poultry production; Antibiotic Resistance related to poultry production; and Avian Influenza. Feedback (Course Evals and verbal communication with the Department Head) from the students enrolled in the course felt this course should be a required course for all poultry science or at a minimum offered as an elective option.

Does this course have a fee?

No

Is this a GEP Course?

No

Consultation

Instructional Resources Statement

Resources will come from ETF.

Course Objectives/Goals

Graduates of the Poultry Science B.S. (TPS/SPS) degree program will develop the ability for critical thinking and to communicate effectively and to utilize their quantitative knowledge; analytical skills; and the use of modern tools and technologies for careers in poultry management and/or research associated with the poultry/ allied industries/ and professional programs.

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

-
- Utilize science taught in previous courses to enhance critical thinking skills related to topics presented in the course.
-
- Design reports/ presentations and communicate both written and orally on emerging topics outlined in the course.
-
- Utilize soft skills such as working in teams, public speaking, and use of Word; Powerpoint; and Excel.
-

Student Evaluation Methods

Evaluation Method	Weighting/Points for Each	Details
Written Assignment	40 %	Groups will be assigned on the first day of class. There are weeks allocated for groups to meet; discuss each emerging topic; and decide as a group which view point is the appropriate for the topic and why. Logs should map the discussion and how the conclusion was drawn. Documentation (scientific references) to support the conclusion should also be provided.
Oral Presentation	25 %	Group Presentations are due the next scheduled class after Group Disscussions. Group members should be prepared to present their view point on the emerging topic, with why and how they came to the conclusion. Other groups will provide feedback for each presentation.
Project	35%	Based on the list of perceived emerging topics created on the first day of class and the guest lecturer presentations, each group will decide and develop a 60 second video focused on educating a population not familiar with animal production or agriculture. Topics may include but not limited to: Antibiotic resistance; Marketing of the poultry products; Animal Welfare; Bio-security; etc.

Topical Outline/Course Schedule

Topic	Time Devoted to Each Topic	Activity
Public Perception of the Poultry Industry / Marketing	3 weeks	Guest lecturers present information and perspective related to topic. Class summaries and discussion occurs after each topic is completed.
Antibiotic Resistance	3 weeks	Guest lecturers present information and perspective related to topic. Class summaries and discussion occurs after each topic is completed.
Animal Well-being or Welfare	3 weeks	Guest lecturers present information and perspective related to topic. Class summaries and discussion occurs after each topic is completed.
Current Emerging topics based timeline (AI)	1 week	Instructor lead. Student discussion.

Final Project development/presentation	6 weeks	On-going activity. Students were given a timeline for development of a 60 second video directed toward the general population (educational purposes). Student teams presented to peer and were given feedback. Teams modified videos based on feedback and then presented to Faculty and Staff with a Q & A session following.

Syllabus

PO_412_001 syllabus tool.pdf

Additional Documentation

Additional Comments

Course Reviewer Comments

renutt (Fri, 28 Aug 2015 18:11:02 GMT): Rollback: d. Requested edits: i. Updated syllabus with up to date content ii. Ag Ed program will be affected, so needs to be added to list of affected curricula in CIM

Key: 7321

Preview Bridge (http://catalog.ncsu.edu/)

PO 412 – Emerging Topics in Poultry Science Syllabus

Section 001

SPRING 2016

3 Credit Hours

Course Description

PO 412 is a Special Topics course is designed to allow students to merge science taught in previous Poultry Science courses with topics considered of interest or emerging in the poultry industry. Students will utilize science and critical thinking skills to solve real world scenarios.

Learning Outcomes

Upon successful completion of this course, students will be able to:

- Utilize science taught in previous courses to develop critical thinking skills related to topics presented in the course.
- Design reports/ presentations and communicate both written and orally on emerging topics outlined in the course.
- Develop soft skills such as working in teams, public speaking, and use of Word; Powerpoint; and Excel.

Course Structure

Lecture is seminar based with various guest speakers. Students will work in groups for discussions; assignments; and final project.

Course Policies

Students are expected to attend all classes. **Wolfware (Moodle) is NOT a replacement for actual class attendance and participation.** Students should visit the course website (Wolfware - Moodle) to check course announcements; assignments; deadlines; and additional course resources. The syllabus is also posted on the course website.

In the event classes are canceled due to inclement weather, material missed as a result of these cancellations will be posted on Moodle or additional class sessions will be offered for missed material. **Students are responsible for this material and should decide to either review the material on Moodle or attend the makeup sessions.**

All cell phones should be turned off and should be stored in book bags or out of sight during classes.

Instructor

Lynn Worley-Davis (lwdavis) - *Instructor*
Email: lwdavis@ncsu.edu
Phone: 919-515-6852
Office Location: Scott 215
Office Hours: 9:30 - 10:30 AM TW

Course Meetings

Lecture

Days: F
Time: 1:30pm - 4:15pm
Campus: Main
Location: Scott 158
This meeting is required.

Course Materials

Textbooks

None.

Expenses

None.

Materials

None.

Requisites and Restrictions

Prerequisites

PO 201 and PO 202.

Co-requisites

None.

Restrictions

PO 201/202; Jr or Sr Standing.

General Education Program (GEP) Information

GEP Category

This course does not fulfill a General Education Program category.

GEP Co-requisites

This course does not fulfill a General Education Program co-requisite.

Transportation

This course will not require students to provide their own transportation. Non-scheduled class time for field trips or out-of-class activities is NOT required for this class.

Safety & Risk Assumptions

None.

Grading

Grade Components

Component	Weight	Details
Group Disscussion Logs	**40%**	Groups will be assigned on the first day of class. There are weeks allocated for groups to meet; discuss each emerging topic; and decide as a group which view point is the appropriate for the topic and why. Logs should map the discussion and how the conclusion was drawn. Documentation (scientific references) to support the conclusion should also be provided.
Group Presentations	**25%**	Group Presentations are due the next scheduled class after Group Disscussions. Group members should be prepared to present their view point on the emerging topic, with why and how they came to the conclusion. Other groups will provide feedback for each presentation.
Group Final Project	**35%**	Based on the list of perceived emerging topics created on the first day of class and the guest lecturer presentations, each group will decide and develop a 60 second video focused on educating a population not familiar with animal production or agriculture. Topics may include but not limited to: Antibiotic resistance; Marketing of the poultry products; Animal Welfare; Bio-security; etc.

Letter Grades

This Course uses Standard NCSU Letter Grading:

97	≤	**A+**	≤	100
93	≤	**A**	<	97
90	≤	**A-**	<	93
87	≤	**B+**	<	90
83	≤	**B**	<	87
80	≤	**B-**	<	83
77	≤	**C+**	<	80
73	≤	**C**	<	77
70	≤	**C-**	<	73
67	≤	**D+**	<	70
63	≤	**D**	<	67
60	≤	**D-**	<	63
0	≤	**F**	<	60

Requirements for Credit-Only (S/U) Grading

In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- or better. Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to http://policies.ncsu.edu/regulation/reg-02-20-15.

Requirements for Auditors (AU)

Information about and requirements for auditing a course can be found at http://policies.ncsu.edu/regulation/reg-02-20-04.

Policies on Incomplete Grades

If an extended deadline is not authorized by the instructor or department, an unfinished incomplete grade will automatically change to an F after either (a) the end of the next regular semester in which the student is enrolled (not including summer sessions), or (b) the end of 12 months if the student is not enrolled, whichever is shorter. Incompletes that change to F will count as an attempted course on transcripts. The burden of fulfilling an incomplete grade is the responsibility of the student. The university policy on incomplete grades is located at http://policies.ncsu.edu/regulation/reg-02-50-3.

Late Assignments

Assignments received after the due date (day and time) will be deducted 10 points for each day late. Assignments will not be accepted after 3 days past the due date.

Attendance Policy

For complete attendance and excused absence policies, please see http://policies.ncsu.edu/regulation/reg-02-20-03

Attendance Policy

Students are expected to attend all classes. Attendance will be recorded.

All students are expected to attend classes. Make up assignments/projects are only allowed for excused absences (medical illness with a doctor's excuse/ court appearance / travel associated with university clubs or sport trips / death in the immediate family (parent or siblings). In cases when students know there will be a class or project conflict such as university trips or court, students should make arrangements with the instructor prior to the absence. Students missing an scheduled project or assignment with an excused absence are **required to make contact via email with the instructor within 24 hours of an assignment to be eligible for a make-up option.**

Makeup Work Policy

See above.

Additional Excuses Policy

None.

Academic Integrity

Academic Integrity

Students are required to comply with the university policy on academic integrity found in the Code of Student Conduct found at http://policies.ncsu.edu/policy/pol-11-35-01

Academic Honesty

See http://policies.ncsu.edu/policy/pol-11-35-01 for a detailed explanation of academic honesty.

Honor Pledge

Your signature on any test or assignment indicates "I have neither given nor received unauthorized aid on this test or assignment."

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.

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), 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 at http://policies.ncsu.edu/regulation/reg-02-20-01.

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://policies.ncsu.edu/policy/pol-04-25-05 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 919-515-3148.

Course Schedule

NOTE: The course schedule is subject to change.

Lecture F 1:30pm - 4:15pm — January 7 — 01/08/2016 - 01/08/2016

Introductions, Expections, and Course Overview.

Emerging Topics.

Lecture F 1:30pm - 4:15pm — January 14 — 01/14/2016 - 01/14/2016

Emerging Topic 1 - Guest Lecturer (one view point)

Lecture F 1:30pm - 4:15pm — January 21 — 01/21/2016 - 01/21/2016

Emerging Topic 1- Guest Lecturer (counter view point)

Lecture F 1:30pm - 4:15pm — January 28 — 01/28/2016 - 01/28/2016

No Class Scheduled - Group Discussion log

Lecture F 1:30pm - 4:15pm — February 4 — 02/04/2016 - 02/04/2016

Group reports on Topic 1; Class discussion.

Lecture F 1:30pm - 4:15pm — February 11 — 02/11/2016 - 02/11/2016

Emerging Topic 2 - Guest Lecturer (one view point)

Lecture F 1:30pm - 4:15pm — February 18 — 02/18/16 - 02/18/16

Emerging Topic 2 - Guest Lecturer (counter view point)

Lecture F 1:30pm - 4:15pm — February 25 — 02/25/16 - 02/25/16

No Class Scheduled - Group Discussion log

Lecture F 1:30pm - 4:15pm — March 3 — 03/03/16 - 03/03/16

Group reports on Topic 2; Class discussion.

Lecture F 1:30pm - 4:15pm — March 10 — 03/10/16 - 03/10/16

NO CLASS SCHEUDULED - Spring Break

Lecture F 1:30pm - 4:15pm — March 17 — 03/17/16 - 03/17/16

Emerging Topic 3 - Guest Lecturer (one view point)

Lecture F 1:30pm - 4:15pm — March 24 — 03/24/16 - 03/24/16

Emerging Topic 3 - Guest Lecturer (counter view point)

Lecture F 1:30pm - 4:15pm — March 31 — 03/31/16 - 03/31/16

No Class Scheduled - Group Discussion log

Group Project time

Lecture F 1:30pm - 4:15pm — April 7 — 04/07/16 - 04/07/16

Group reports on Topic 3; Class discussion.

Lecture F 1:30pm - 4:15pm — April 14 — 04/14/16 - 04/14/16

Group Project Draft due; Class Critique

Lecture F 1:30pm - 4:15pm — April 21 — 04/21/16 - 04/21/16

Final Project Presentations

North Carolina State University is a land-grant university and a constituent institution of The University of North Carolina

Department of Chemistry

NC STATE UNIVERSITY

College of Sciences
Campus Box 8204
Raleigh, NC 27695-8204

MEMORANDUM

TO: University Courses and Curricula Committee

FROM: Dr. Gregory A. Neyhart, Co-Director of the Undergraduate Program, Department of Chemistry

RE: Curriculum Revision, 17CHEMBA

This action addresses the 17CHEMBA/Sum 2 '09 curriculum (B.A. Chemistry).

Proposed Revisions With Reasons

Course List:

1. Service courses currently listed in the degree audit in General and Organic Chemistry are replaced with the courses for Students in Chemical Sciences as follows:
   CH 101 is replaced with CH 103
   CH 102 is replaced with CH 104
   CH 201 is replaced with CH 203
   CH 202 is replaced with CH 204
   CH 221 is replaced with CH 225
   CH 222 is replaced with CH 226
   CH 223 is replaced with CH 227
   CH 224 is replaced with CH 228

The Department of Chemistry proposed eight new courses for "Students in Chemical Sciences" in the Spring 2014 semester. These courses were approved by UCCC and now appear in the course catalog. The current action updates the 17CHEMBA degree audit and eight semester display to include these new courses.

2. CH 315 (4 credit hours) is replaced with CH 315 (3 credit hours) plus CH 316 (1 credit hour).

CH 315, Quantitative Analysis, was a four credit hour course where the laboratory component, CH 315L, was part of the course. In the Fall 2013 semester, the laboratory component was split out into a separate one credit hour course, CH 316, while CH 315 was reduced to three credit hours. This change was incorporated into the course catalog, and needs to be reflected in the degree audit.

3. Inclusion of a "Calculus Option" to allow either the MA 131/231 sequence or the MA 141/241 sequence, a "Physics Option" to allow either the PY 205/206/208/209 sequence or the

PY 211/211L/212/212L sequence, and a "Biochemistry Option" to allow either BCH 351 or BCH 451 to satisfy the degree requirements.

This will allow for greater flexibility for the students.

8 Semester Display:
This describes changes to the display currently available at:
http://oucc.ncsu.edu/semester-display/COS-17CHEMBA-nosubplan-2097

1. The course substitutions described above are included, along with their recommended sequencing.

2. CH 315 and CH 316 are now listed separately in the second semester of the sophomore year.

3. The course name for COS 100 has been updated in the display to correspond to the course name in the course catalog.

4. The footnotes have been renumbered such that they now appear in numerical order.

5. The list of Chemistry Advanced Electives in footnote 7 has been updated to include courses that are currently offered every year.

6. The specific courses for the Calculus I and II options, for the Physics I and II options, and for the Biochemistry option are listed in the 8-semester display.

Impact on other Departments / Programs
This change does not involve courses in other departments, nor does it affect the course requirements for other majors. No consultation was sought.

Impact on students currently in the program.
There is no impact on students currently in the 17CHEMBA program.

Proposed Effective Date for Revision:
January 1, 2015

SIGNATURE PAGE

CURRICULUM ACTION FOR 17CHEMBA

RECOMMENDED BY:

HEAD, DEPARTMENT/PROGRAM — DATE 12/14/2014

ENDORSED BY:

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE — DATE 1/15/15

COLLEGE DEAN — DATE 1/14/2015

APPROVED BY:

CHAIR, UNIVERSITY COURSES & CURRICULA COMMITTEE — DATE

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION — DATE

DEAN, DIVISION OF ACADEMIC AND STUDENT AFFAIRS (DASA) — DATE

APPROVED EFFECTIVE DATE _____

FORMAT A
(SEMESTER-BY-SEMESTER CURRICULUM DISPLAY)

Indicate display status: Current: Proposed: X Proposed Effective Semester: **Spring 2015**

Degree/Plan Title: Bachelor of Arts in Chemistry

Concentration/Subplan Title: n/a

Plan SIS Code: 17CHEMBA

Subplan SIS Code:

New Degree Audit required? (Y or N) Y

Critical Path Courses - Identify using the code (CP) which courses are considered critical path courses which represent specific major requirements that are predictive of student success in a given program/plan. Place the (CP) next to the credit hours for the course.

FRESHMAN YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
~~CH 101 : Chemistry - A Molecular Science~~ [1,B]	~~3 (CP)~~	~~CH 201 : Chemistry - A Quantitative Science~~ [1,B]	~~3 (CP)~~
~~CH 102 : General Chemistry Laboratory~~ [1,B]	~~1 (CP)~~	~~CH 202 : Quantitative Chemistry Laboratory~~ [1]	~~1 (CP)~~
CH 103 : General Chemistry 1 for Students in Chemical Sciences [1,B]	3 (CP)	CH 203 : General Chemistry II for Students in Chemical Sciences [1,B]	3 (CP)
CH 104 : General Chemistry Laboratory 1 for Students in Chemical Sciences [1,B]	1 (CP)	CH 204 : General Chemistry Laboratory II for Students in Chemical Sciences [1,B]	1 (CP)
MA 131 or MA 141 : Calculus I [1,A]	3 or 4	MA 231 or MA 241: Calculus II [1,A]	3 or 4
ENG 101 : Academic Writing & Research [1,H]	4	GEP Health and Exercise Studies [E]	1
COS 100 : Perspectives in Learning [2]	1	GEP Requirements [C]	3
GEP Requirements [C]	3	GEP Requirements [D]	3
	Total: 15 or 16		*Total:* 14 or 15
SOPHOMORE YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
~~CH 221 : Organic Chemistry I~~ [1]	~~3 (CP)~~	~~CH 223, Organic Chemistry II~~ [1]	~~3~~
~~CH 222 : Organic Chemistry I Laboratory~~ [1]	~~1~~	~~CH 224, Organic Chemistry II Laboratory~~ [1]	~~1~~
CH 225 : Organic Chemistry I for Students in Chemical Sciences [1]	3 (CP)	CH 227 : Organic Chemistry II for Students in Chemical Sciences [1]	3 (CP)
CH 226 : Organic Chemistry Laboratory I for Students in Chemical Sciences [1]	1	CH 228 : Organic Chemistry Laboratory II for Students in Chemical Sciences [1]	1 (CP)
PY 205 & 206 or PY 211 & 211L : Physics I [1]	4	~~CH 315, Quantitative Analysis~~ [1]	~~4 (CP)~~
ST 311 : Introduction to Statistics [1]	3	~~CH 315L, Quantitative Analysis Laboratory~~ [1]	~~0~~
Advised Elective [3]	3	CH 315 : Quantitative Analysis [1]	3 (CP)
GEP Health and Exercise Studies [E]	1	CH 316 : Quantitative Analysis Laboratory [1]	1 (CP)
		PY 208 & 209 or PY 212 & 212L : Physics II [1]	4 (CP)
		Free Elective [4]	3
	Total: 15		*Total:* 15
JUNIOR YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
CH 331 : Introductory Physical Chemistry [1,5]	4	CH 401 : Systematic Inorganic Chemistry I [1]	3
Advanced Writing [6]	3	BCH 351 or BCH 451 : Biochemistry [1]	4
GEP Requirements [F]	3	Free Elective [4]	3
Advised Elective [3]	3	GEP Requirements [D]	3
Free Elective [4]	3	Advised Elective [3]	3
	Total: 16		*Total:* 16
SENIOR YEAR			
FALL SEMESTER	CREDITS	SPRING SEMESTER	CREDITS
Chemistry Advanced Elective [1,7]	3	GEP Interdisciplinary Perspectives [G]	3
Free Elective [4]	3	Advised Elective [3]	3
GEP Interdisciplinary Perspectives [G]	2 or 3	Advised Elective [3]	3
Advised Elective [3]	3	Free Elective [4]	3
Advised Elective [3]	3	Free Elective [4]	3
	Total: 14 or 15		*Total:* 15
Minimum Credit Hours Required for Graduation: 120			

Major/Program Footnotes:

1. No grades below a C- are permitted.
2. E 115 may substitute for COS 100.
3. Advised electives are designed to allow students to concentrate in areas related to their academic goals. Courses used to fulfill this requirement are selected by the students after consultation and approval by their advisers or the Coordinator of Advising.
4. Free electives courses can NOT be CH 100, CH 111, MA 100, MA 101, MA 103, MA 107, MA 108, MA 111, MA 121, MA 131, MA 231, PY 131, PY 211, PY 212, ENG 100. 100-level Foreign Language Courses (FL*, LAT, GRK, PER) can be used if not satisfying the language proficiency requirement.
5. The two course sequence, CH 431 plus CH 433 can substitute for CH 331.
6. Advanced Writing course must be selected from ENG 331, ENG 332, or ENG 333. The Advanced Writing course may not be used to satisfy the GEP requirements; it is taken in addition to the GEP.
7. Choose from among the following: CH 335, CH 403, CH 415, CH 441, CH 463, CH 5xx or CH 7xx.

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://www.ncsu.edu/uap/academic-standards/gep/courselists/index.html.

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 141, MA 231, 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 103, CH 104, CH 203**

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:

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:

E. **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.

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:

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:

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:

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

CURRICULUM REQUIREMENTS

Format B

Degree/Plan Title: Bachelor of Arts in Chemistry	Plan SIS Code: 17CHEMBA
Concentration/Subplan Title: n/a	Subplan SIS Code:
Indicate requirements status: Current: Proposed: x	Proposed Effective Semester: Spring 2015
New Degree Audit required? (Y or N) Y	
Critical Path Courses - Identify using the code (CP) which courses are considered critical path courses which represent specific major requirements that are predictive of student success in a given program/plan. Place the (CP) next to the credit hours for the course.	

MAJOR FIELD OF STUDY REQUIREMENTS:		
Required Courses/Groups/ Electives:	***Credit Hours***	**GEP category, if applicable**
Indicate if course or course groupings have a C-wall or MGPA requirement and which are considered Critical Path courses – indicate with (CP) next to applic. course.		**List GEP category and hours satisfied by a Major requirement**
CH 103 General Chemistry I for Students in Chemical Sciences *	3 (CP)	Natural Sciences, 3
CH 104 General Chemistry Laboratory I for Students in Chemical Sciences *	1 (CP)	Natural Sciences, 1
CH 203 General Chemistry II for Students in Chemical Sciences *	3 (CP)	Natural Sciences, 3
CH 204 General Chemistry Laboratory II for Students in Chemical Sciences *	1 (CP)	Natural Sciences, 1
CH 225 Organic Chemistry I for Students in Chemical Sciences *	3 (CP)	
CH 226 Organic Chemistry Laboratory I for Students in Chemical Sciences *	1	
CH 227 Organic Chemistry II for Students in Chemical Sciences *	3	
CH 228 Organic Chemistry Laboratory II for Students in Chemical Sciences*	1	
CH 315 Quantitative Analysis *	3 (CP)	
CH 316 Quantitative Analysis Laboratory *	1 (CP)	
CH 331 Introductory Physical Chemistry*	4	
CH 401 Systematic Inorganic Chemistry I *	3	
Chemistry Advanced Elective (Select from CH 335, CH 403, CH 415, CH 441, CH 463, CH 5xx, CH 7xx) *	3	
(Calculus I Option) MA 131* OR MA 141 *	3 or 4	Mathematical Sciences, 3 or 4
(Calculus II Option) MA 231* OR MA 241 *	3 or 4	Mathematical Sciences, 3 or 4
ST 311 *	3	
(Physics I Option) PY 205* and PY 206* OR PY 211 *	4	
(Physics II Option) PY 208* and 209* OR PY 212 *	4 (CP)	
(Biochemistry Option) BCH 351 * OR BCH 451*	4	
ENG 331, ENG 332 OR ENG 333	3	
Advised Electives	21	
* = C- or better required		

Concentration Courses/Groups/Electives:		
Free Electives:	18	
Total credit hours under Major Field of Study: *Minimum 27 hours required in program area.*	93 hours	
COLLEGE REQUIREMENTS:		
Orientation Course(s): COS 100	1	
Other:		
Total credit hours under College Requirements:	1 Hours	

NCSU GENERAL EDUCATION PROGRAM REQUIREMENTS

Courses in the Major and/or Minor may also fulfill a General Education requirement; however, a GEP category may not be subset to require a specific course from the category list. Required courses must be listed in the Major/College requirements.

Specific courses should not be listed in any of the fields below other than ENG 101.

At least one of the following must be listed:

1. Choose course(s) from the University Approved GEP course list for this category.
2. Minimum requirements are satisfied by Major/College course requirements.
3. Major/College course requirement satisfies X credit hrs of this requirement. Remaining hours required must be chosen from the University Approved GEP course list for the category.
4. Co-requisite is satisfied by a Major/College course requirement.
5. Choose course(s) from the University Approved GEP course lists for the Humanities/ Social Sciences/ Visual & Performing Arts.
6. Choose course(s) from the University Approved GEP course lists for Natural Sciences/Mathematical Sciences.

General Education Program Requirements: *Minimum 39-40 hrs.*	*Credit hours*	*How will the GEP requirement be met? (Choose applicable statement from 1-6 listed above)*
Mathematical Sciences *(6 credits)* **(At least 1 course with *MA or ST* prefix)** *Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.*		*(Choose statement 1, 2 or 3)* 2
Natural Sciences *(7 credits)* **(At least 1 *lab* course or course with a *lab*)** *Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.*		*(Choose statement 1, 2 or 3)* 2
English 101 (C- or better required) *(4 credits)*	4	ENG 101
Humanities *(6 credits)* **(Courses from *two different* disciplines)** *Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.*	6	*(Choose statement 1, 2 or 3)* 1
Social Sciences *(6 credits)* **(Courses from *two different* disciplines)** *Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.*	6	*(Choose statement 1, 2 or 3)* 1
Additional Breadth *(3 credits)* **(Choose approach that is *different* from the approach of the Major)** *Major/College requirements cannot satisfy this requirement and an AB course cannot be double-counted except in satisfying the Global Knowledge or U.S. Diversity co-requisites.*	3	*(Choose statement 5 or 6)* 5
Interdisciplinary Perspectives *(5 credits)* *Course(s) in the Major may double-count to satisfy this requirement and also satisfy either the Global Knowledge or U.S. Diversity co-requisites.*	5	*(Choose statement 1, 2 or 3)* 1
Health and Exercise Studies *(2 credits)* **(Including one *Fitness and Wellness* course)**	2	*Choose course(s) from the University Approved GEP course list for this category.*
Total credit hours needed to complete GEP that are not satisfied as part of the Major/College requirements.	26 hours	

GEP Co-Requisites:		***Courses taken in the Major, GEP, or Minor may double-count to fulfill the co-requisites. Courses that satisfy the U.S. Diversity or Global Knowledge co-requisite are marked on course lists with a "USD" or "GK" indicator.***
U.S. Diversity co-requisite (USD)	n/a	*(Choose statement 1 or 4)* *1*
Global Knowledge co-requisite (GK)	n/a	*(Choose statement 1 or 4)* *1*
Foreign Language Proficiency	n/a	Proficiency at the FL_102 level required.
The following requirements must be satisfied within the College/Program:		Place an **X** in the credit hour box to indicate below that the requirement is **"Satisfied by College/Program Requirements"**
Communication in the Major (Advanced Communication)	X	Satisfied by College/Program Requirements
Technology Fluency	X	Satisfied by College/Program Requirements

Total credit hours required to complete Degree: **Total must be within 120-128 credit hours.**	120 Total hours	**As applicable, indicate here the overall GPA requirement for degree completion including course completion.**

North Carolina State University is a land-grant university and a constituent institution of The University of North Carolina

Bioinformatics Research Center
Campus Box 7566
Raleigh, NC 27695-7566

NC STATE UNIVERSITY

Spencer V. Muse, PhD
Professor of Statistics
muse@stat.ncsu.edu
(919) 515-1948 (phone)
(919) 515-7315 (fax)

Date: 3 April 2015

The Department of Statistics recommends revisions of our existing undergraduate minor (17STM) as detailed below.

Current Requirements

At the moment students may select one of two Options. Each option includes

(i) introductory applied statistics course or series- either ST 305 OR (ST 311 AND ST 312)
(ii) mathematical statistics series- either (ST 371 AND ST 372) OR (ST 421 AND ST 422)
(iii) 400-level ST electives sufficient to reach 15 total credits in the minor- this requires either one or two 3-credit courses, depending on the choices in (i) and (ii).

Please note that the following proposal represents a complete overhaul of our minor, and thus the attached printout of current requirements does not include any highlighted changes- virtually everything is being updated.

We propose the following new requirements:

Part A: Introductory Statistics. Pick one of the following 3 options

1. ST 305 (4cr)
2. (ST 311 or ST 350 or ST 361 or ST 370 or ST 380) **and** ST 312 (6cr)
3. ST 371 **and** 372 (6cr)

Part B: Intro to Statistical Programming in SAS: ST 307 (1cr) (new course)

Part C: Statistics Electives. Choose ST electives at the 400 level or above to make total of Part A, B, and C at least 16 credits.

- If students select option 1 in Part A they will typically need 4 3cr courses (a total of 17 credits for the minor).
- If students select option 2 or 3 in Part A they will typically need 3 3cr courses (a total of 16 credits for the minor).

Admission Requirements

- Completion of one of the Part A options with no grade below B-.

Grade Requirements

- No course grades below C may be applied to the minor.

Proposed Effective Date: May 15, 2015.

Impact on other programs or departments.
The proposed changes to the minor are driven by three main goals

1. eliminate redundancy in required course content
2. make the minor more accessible to a wider number of majors
3. add a statistical computing element to the minor

Elimination of Redundancy. The minor was established when we had a very limited number of advanced elective courses, and thus the reliance on service courses led to considerable content overlap. This was particularly true for the most common path, which had students taking ST 311, 312, 371, and 372.

Increase Accessibility. A hidden prerequisite in the existing requirements is the three-semester calculus series MA 141, 241, 242 (required for either of the mathematical statistics series). The revised proposal makes those courses optional, not required, thus opening the minor for many more students on campus.

Statistical Computing. Many of our advanced electives require a basic working knowledge of the SAS programming language. This additional 1-credit requirement provides that basic knowledge. Additionally, it is a valuable and marketable skill.

Approvals

Montse Fuentes
Head, Dept of Statistics

Spencer Muse

Spencer Muse
Director of Undergraduate Programs, Dept of Statistics

Assoc Dean for Academic Affairs

James W. Brown

Chair, UAAC

Chair, University Courses and Curricula Committee

Dean, Division of Academic and Student Affairs (DASA)

OFFICE OF
UNDERGRADUATE COURSES & CURRICULA

Published on *Office of Undergraduate Courses & Curricula* (http://oucc.ncsu.edu)

Statistics (17STM) - No New Admits into this Minor- Contact Department for Minor options

Statistics (17STM) - No New Admits into this Minor- Contact Department for Minor options

The Department is revising the Statistics Minor and has closed admission for this minor. Please check with the Minor Coordinator listed below for more information.

Dr. Spencer Muse
5276 SAS Hall, 919.515.1948,
muse@ncsu.edu

Description

The Department of Statistics offers a minor in statistics to majors in any field except Statistics. The business, government and scientific communities have recognized the importance of statistical reasoning to solve real world problems. This minor program will provide students with an opportunity to become competent in the use of statistical methods to summarize information and/or provide answers to policy/research questions. Students completing this program of study will also be provided with experience in the use of the computer as a statistical tool.

Option A Requirements **SIS Code: 17STMOPTA**

- 10 hours of required courses and 6 hours of elective courses.
- A grade of a 'C' or better is required in each course used toward the minor.

Required Courses (10 credit hours)

ST 305 Statistical Methods (4 cr)
and
ST 371 Introduction to Probability and Distribution Theory **AND** ST 372 Introduction to Statistical Inference and Regression (6 cr) **OR** ST 421 Introduction to Mathematical Statistics I **AND** ST 422 Introduction to Mathematical Statistics II (6 cr)

Elective Courses (6 credit hours)

ST 430 Introduction to Regression Analysis (3 cr)
ST 431 Introduction to Experimental Design (3 cr)
ST 432 Introduction to Survey Sampling (3 cr)
ST 435 Statistical Methods for Quality and Productivity Improvement (3 cr)
ST 445 Introduction to Statistical Computing and Data Management (3 cr)
ST 495 Special Topics in Statistics (1-3 cr)
Other courses with the approval of the Adviser

Option B Requirements **SIS Code: 17STMOPTB**

- 12 hours of required courses and 3 hours of elective courses.
- A grade of a 'C' or better is required in each course used toward the minor.

Required Courses (12 credit hours)

ST 311 Introduction to Statistics (3 cr) and ST 312 Introduction to Statistics II (3 cr)
and
ST 371 Introduction to Probability and Distribution Theory **AND** ST 372 Introduction to Statistical Inference and Regression (6 cr) **OR** ST 421 Introduction to Mathematical Statistics I **AND** ST 422 Introduction to Mathematical Statistics II (6 cr)

Elective Courses (3 credit hours)

ST 430 Introduction to Regression Analysis (3 cr)
ST 431 Introduction to Experimental Design (3 cr)
ST 432 Introduction to Survey Sampling (3 cr)
ST 435 Statistical Methods for Quality and Productivity Improvement (3 cr)
ST 445 Introduction to Statistical Computing and Data Management (3 cr)
ST 495 Special Topics in Statistics (1-3 cr)
Other courses with the approval of the Advisor

Admissions and Certification of Minor

Admissions

To be admitted into the minor in statistics program, the student must have completed one semester of Calculus to the level of MA 141 with a grade of 'C' or better. Students interested in the Statistics minor should contact the advisor listed below.

Certification

The Department will certify the minor. Certification must be submitted no later than the registration period for the student's final semester at NC State. The minor must be completed no later than the semester in which the student expects to graduate from his or her degree program.

Contact Person

Dr. Spencer Muse
5276 SAS Hall, 919.515.1948,
muse@ncsu.edu

Effective date: 1/2010
SIS Code: 17STM (17STMOPTA and 17STMOPTB)

FLA 440: Modern Arabic Short Story

Course Inventory Change Request

In Workflow

1. 16FL UG Director of Curriculum (dmm@ncsu.edu)
2. 16FL UnderGrad Head (ruth_gross@ncsu.edu)
3. CHASS CC Coordinator UG (hope_ziglar@ncsu.edu; despain@ncsu.edu)
4. CHASS CC Meeting UG (hope_ziglar@ncsu.edu; despain@ncsu.edu)
5. CHASS CC Chair UG (david_austin@ncsu.edu)
6. CHASS Final Review UG (hope_ziglar@ncsu.edu)
7. CHASS Dean UG (dpdannel@ncsu.edu)
8. OUCC Review (gmneugeb@ncsu.edu)
9. UCCC Coordinator (gmneugeb@ncsu.edu)
10. UCCC Meeting (gmneugeb@ncsu.edu)
11. UCCC Chair (despain@ncsu.edu)
12. OUCC Final Signature (barbara_kirby@ncsu.edu)
13. OUCC Final Review (gmneugeb@ncsu.edu)
14. PeopleSoft (lamarcus@ncsu.edu; blpearso@ncsu.edu; Charles_Clift@ncsu.edu; ldmihalo@ncsu.edu; jmharr19@ncsu.edu; Tracey_Ennis@ncsu.edu)

Approval Path

1. Tue, 25 Aug 2015 18:00:18 GMT
   Dudley Marchi (dmm): Approved for 16FL UG Director of Curriculum
2. Tue, 25 Aug 2015 18:02:41 GMT
   Ruth Gross (rvgross): Approved for 16FL UnderGrad Head
3. Wed, 26 Aug 2015 15:56:56 GMT
   Jeffrey Despain (despain): Approved for CHASS CC Coordinator UG
4. Thu, 03 Sep 2015 13:27:17 GMT
   Jeffrey Despain (despain): Approved for CHASS CC Meeting UG
5. Thu, 03 Sep 2015 14:10:38 GMT
   David Austin (n51ls801): Approved for CHASS CC Chair UG
6. Thu, 03 Sep 2015 14:42:50 GMT
   Hope Ziglar (hziglar): Approved for CHASS Final Review UG
7. Thu, 03 Sep 2015 18:30:03 GMT
   Deanna Dannels (dpdannel): Approved for CHASS Dean UG

New Course Proposal

Date Submitted: Mon, 17 Aug 2015 20:06:37 GMT

Viewing: FLA 440 : Modern Arabic Short Story

Changes proposed by: jskhater

Course Prefix

FLA (Foreign Languages and Literatures - Arabic)

Course Number

440

Dual-Level Course

No

Cross-listed Course

No

Title

Modern Arabic Short Story

Abbreviated Title

Arabic Short Story

College

College of Humanities and Social Sciences

Academic Org Code

Foreign Languages & Literature (16FL)

CIP Discipline Specialty Number

CIP Discipline Specialty Title

Term Offering

Spring Only

Year Offering

Offered Every Year

Effective Date

Spring 2016

Previously taught as Special Topics?

Yes

Number of Offerings within the past 5 years

2

Course Prefix/Number	Semester/Term Offered	Enrollment
FL 495 001	Spring 2014	15
FL 495 001	Spring 2013	7

Course Delivery

Face-to-Face (On Campus)

Grading Method

Graded with S/U option

Credit Hours

3

Course Length

16

weeks

Contact Hours (Per Week)

Component Type	Contact Hours
Lecture	3

Course Attribute(s)

Course Is Repeatable for Credit

No

Instructor Name

Jodi Khater

Instructor Title

Senior Lecturer

Anticipated On-Campus Enrollment

Open when course_delivery = campus OR course_delivery = blended OR course_delivery = flip

Enrollment Component	Per Semester	Per Section	Multiple Sections?	Comments
Lecture	18	18	No	N/A

Course Prerequisites, Corequisites, and Restrictive Statement

Prerequisite: FLA 301 or FLA 330
Corequisite: None

Is the course required or an elective for a Curriculum?

Yes

Which Curricula are Affected?

SIS Program Code	Program Title	Required or Elective?
16MLESTM	Middle Eastern Studies minor	Elective
16FLLARAB	Arabic Language and Culture - new FLL concentration to be submitted Fall 2015	Required

Catalog Description

An advanced language skills course which introduces students to contemporary Arabic literature through selected readings of modern Arabic short stories. Students will develop an understanding of this rich literary genre as a reflection of concurrent social structures, political landscapes, and cultural traditions in Middle Eastern societies. Emphasis will also be placed on recognizing advanced grammatical structures in Modern Standard Arabic with attention given to the increased use of vernacular expression in modern literary works. Assigned readings, writing assignments, and class discussions will be in Arabic.

Justification for new course:

Modern Arabic Short Story builds on the core curriculum of Arabic at the 400 level. Literary Arabic requires advanced language skills which are often not fully developed until a student reaches the graduate level of Arabic language study. This course, however, is designed to provide undergraduate students, at the advanced level, with an introduction to literary Arabic using a popular, and manageable, genre – the short story.

Modern Arabic Short Story enables the student to engage the Arab world unfiltered, and to help him/her prepare professionally for proficiency testing in Arabic and to access Arabic literature at the graduate level. This course has been taught previously as FL 495 and students have demonstrated their ability to comprehend, critically reflect, and fully engage the short stories they read in their original Arabic form. This course allows the student to fully apply their previous years of study of Arabic grammatical structures and vocabulary in Modern Standard Arabic.

Finally, it is an elective for the Middle East Studies Minor and will be a required course for the proposed Arabic Language Concentration in the Department of Foreign Languages and Literatures. It is an essential “next step” for the student after he/she has activated the intermediate high structures and vocabulary acquired in FLA 301 and FLA 330. The target proficiency in reading by the end of this course is Advanced High on the ACTFL scale.

Does this course have a fee?

No

Is this a GEP Course?

No

Consultation

Instructional Resources Statement

This course was offered as FL 495 in 2013 and 2014 using existing faculty and departmental resources and is considered a core upper division Arabic language course. The head of the Department of Foreign Languages & Literatures has confirmed the availability of existing resources to permit the continuation of this course on a permanent basis.

Course Objectives/Goals

Course Objectives:

-
- Strengthen reading proficiency in Arabic at the advanced level;
-
- Integrate advanced grammatical structures in MSA in written assignments;
-
- Explore Modern Arabic Short Story as a reflection of concurrent social structures, political landscapes, and cultural traditions in Middle Eastern societies;
-
- Identify vernacular expression in modern Arabic literature;
-
- Strengthen speaking proficiency in Arabic at the advanced level.
-

Student Learning Outcomes

Learning Outcomes:

Successful students will be able to:

-
- Read and comprehend short works of modern Arabic fiction in Fusha (Modern Standard Arabic) with some reliance on a root-based Arabic-English dictionary;
-
- Identify both major and minor themes in the selected short stories;
-
- Identify and understand cultural and historical context in selected readings, including the increased use of vernacular expression in modern Arabic literature;
-
- Recognize advanced grammatical structures in MSA and use these structures correctly in their own written work in Arabic;
-
- Demonstrate advanced-level speaking proficiency (using the ACTFL scale) in narration and description of events with connected, paragraph-length discourse. The student will be able to convey intended meaning and opinion without misrepresentation but with some rephrasing and circumlocution.
-

Student Evaluation Methods

Evaluation Method	Weighting/Points for Each	Details
Multiple exams	45% of total grade	An exam will be given following the completion of each short story introduced in class. The exams are designed to test knowledge of story content, vocabulary, and grammatical structures found in the story and/or introduced in class. These exams will be approximately 1 hour in length. Students are allowed to reference their copy of the short story. No other materials are allowed. No dictionaries allowed.
Written Assignment	30% of total grade	A journal will be kept by each student throughout the semester, in Arabic, which will provide the space for the student to react to the readings in an informal, written format and which will prepare the student for class discussions. The entries are not to be used to restate the readings, but as a platform for critical reflection and thoughtful preparation for class discussions. Guidelines for successful journal entries are provided in the course syllabus.
Oral Presentation	15% of total grade	The Final Project is an oral presentation in class. Students will be paired with their peers for this project. Additional information regarding the Final Oral Presentation can be found in the course syllabus.
Participation	10% of total grade	Participation in class will be evaluated according to the criteria provided in the course syllabus.

Topical Outline/Course Schedule

Topic	Time Devoted to Each Topic	Activity
Reference attached syllabus for details.		

Syllabus

5497_FLA 440_Syllabus.doc

Additional Documentation

Additional Comments

Course Reviewer Comments

despain (Wed, 26 Aug 2015 15:55:36 GMT): May need to tweak verbs in learning outcomes; need syllabus as .doc

Key: 7554

Preview Bridge (http://catalog.ncsu.edu/)

North Carolina State University
Department of Foreign Languages & Literatures
FLA 440 – Modern Arabic Short Story
T/TH 10:15 am – 11:30 am

Instructor:	Jodi Khater
Office:	411 Withers
Office Hours:	Tuesdays 1:30 – 3:00 pm; Thursdays 9:00 – 10:00 am; *by appt. on M/W*
Tel:	919-515-2509
Email:	jskhater@ncsu.edu

Course Description:

This course introduces students to contemporary Arabic literature through selected readings of modern Arabic short stories. It is designed for students who have successfully completed at least one FLA 300-level Arabic course and who have mastered the linguistic tools necessary to begin competent readings of short fiction in Arabic. The class explores this rich literary genre as a reflection of concurrent social structures, political landscapes, and cultural traditions. An examination of advanced grammatical structures in Modern Standard Arabic (MSA) will be undertaken with attention given to the increased use of vernacular expression in modern literary works.

Significant time will be spent developing the student's speaking skills as the class will engage in extended discussions in Arabic on each of the readings assigned this semester.
Readings and discussions will be conducted in Arabic.

Course Objectives:

- Strengthen reading proficiency in Arabic at the advanced level;
- Integrate advanced grammatical structures in MSA in written assignments;
- Explore Modern Arabic Short Story as a reflection of concurrent social structures, political landscapes, and cultural traditions in Middle Eastern societies;
- Identify vernacular expression in modern Arabic literature;
- Strengthen speaking proficiency in Arabic at the advanced level.

Learning Outcomes:

Successful students will be able to:

- Read and comprehend short works of modern Arabic fiction in Fusha (Modern Standard Arabic) with some reliance on a root-based Arabic-English dictionary;
- Recognize advanced grammatical structures in MSA and use these structures correctly in their own written work in Arabic;
- Understand both major and minor themes in the selected short stories;
- Identify and understand cultural and historical context in selected readings, including the increased use of vernacular expression in modern Arabic literature;
- Demonstrate advanced-level speaking proficiency (using the ACTFL scale) in narration and description of events with connected, paragraph-length discourse. The student will be able to convey intended meaning and opinion without misrepresentation but with some rephrasing and circumlocution.

Course Structure:

Students will progress through four short works of fiction this semester. Class time will be used to examine, engage, and discuss the selected readings from each story which will be assigned as homework. It is expected that the student will come to class prepared, having read completely the selected reading(s) assigned for each Tuesday session, and having written a journal entry for each Thursday session. This will ensure a productive class experience for all. During our examination of each short story, we will be involved in a series of activities including (a) teacher led lecture and discussion, (b) student led (facilitated) discussions, (c) in class grammar activities and exercises, (d) journal sharing, and (e) final oral presentations.

Required Materials:

- **The Hans Wehr Dictionary of Modern Written Arabic**, 4th Edition, Edited by J M. Cowan, Spoken Language Services, Inc., 1994. $42.75.
- All required and recommended readings will be posted on the course Moodle.

Grading Method

All grades, including final grades, are determined as follows: A+ 100-97; A 94-96; A- 90-93; B+ 87-89, B 84-86 B- 80-83, C+ 77-79, C 74-76, C- 70-73; D+ 67-69, D 64-66, D- 60-63; F < 60.

Grading Methodology

Exams	45%
Journals	30%
Final Project	15%
Class Participation	10%

Exams (45%)

An exam will be given following the completion of each short story introduced in class. The exams are designed to test your knowledge of story content, vocabulary, and grammatical structures found in the story and/or introduced in class. These exams will be approximately 1 hour in length. You are allowed to use your short story copy, including any notations you have made on the story copy. No dictionaries or other resources may be used during the quiz.

Journals (30%)

You will keep a journal this semester, in Arabic, which will provide you with the space to react to the readings in an informal, written format which will prepare you for the class discussions. You are required to write one journal entry each week, due in class each Thursday. The entries are not to be used to restate the readings, but as a platform for critical reflection and thoughtful preparation for class discussions. **Each journal entry will be graded on 10 points, as follows**:

Criteria	Ratings	Points
Quality of Entry	You demonstrated critical thinking using one of the 'successful journal entry' options outlined below.	4
Language	Your entry is in Arabic (no English) and conveys intended meaning.	3
Application in Discussion	Using your journal entry, you were able to encourage a meaningful discussion with your peers.	3
	No entry completed.	0

You are expected to do one of the following to complete a successful journal entry:

- Express personal thoughts you have about a major or minor theme in the story;
- Reflect on the story's relevance to concurrent cultural or historical events in the region;
- Reflect on a social structure in the assigned reading – did the reading challenge, or support, your own beliefs about that social structure in the Middle East;
- Explain why a particular event and/or description in the story was successful in evoking an emotional response from you;
- Consider a connection between an event and/or theme in the story and your own personal experience.

Final Project (15%)
The Final Project is an oral presentation in class. You will be paired with another student in the class for this project. You and your partner will be asked to recreate, and present in Arabic, a scene from one of the short stories read in class. Specific guidelines for the Final Project will be provided later in the semester.

Class Participation (10%)
Participation in class will be evaluated using the following criteria:

A You always demonstrate evidence that you have read the assigned reading, your journal entry is complete, and you participate actively; you are attentive and volunteer often with pertinent questions and comments.
B You usually demonstrate evidence that you have read the assigned reading, your journal entry is complete most of the time, and you always respond when called on; you volunteer on occasion.
C You show evidence of being unprepared, your journal entry is complete only part of the time, and you have some difficulty responding when called on; you do not volunteer often.
D You are unprepared and/or inattentive, your journal entry is incomplete most of the time, and you come to class late and/or leave early; you rarely volunteer.
F You exhibit a lack of concern for the class; you sleep in class; you use your cell phone or other electronic devices in class; you never volunteer.

Attendance

Regular class attendance is a course requirement.

Two absences are allowed this semester.

If the absence is excused, you will be permitted to make up any assignments and/or exams missed on the day of the absence.
If the absence is unexcused, you will receive a zero for all assignments, quizzes and/or exams missed on the day of the absence.

Every two additional unexcused absences will lower your final grade by three points. **If you accumulate 7 or more unexcused absences your semester grade will be an F**.
Please review carefully the University's definition of 'Excused Absences' and adhere to the policies outlined in the Attendance Regulations set forth in the following link: http://policies.ncsu.edu/regulation/reg-02-20-03.

University Policies

Incomplete Grade Policy

Students will not be given a temporary grade of IN (incomplete) unless they have attended classes regularly for most of the semester, have completed at least 70% of required work, have missed required work as a result of factors beyond their control, and have submitted satisfactory documentary evidence. An IN grade not removed by the end of the next semester in which the student is enrolled or by the end of twelve months, whichever is earlier, will automatically become an F (unless the student can present a compelling, well-documented case for the extension). See the NC State policy on grading and IN grades, http://policies.ncsu.edu/regulation/reg-02-50-03

Credit Only Policy

Requirements for Credit-Only: In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- or better. Credit-Only courses can only be included under the Free Elective category of the student's curriculum. Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to: http://policies.ncsu.edu/regulation/reg-02-20-15

Audit Policy

Requirements for Auditors: Auditors must consult with the instructor. For details refer to: http://policies.ncsu.edu/regulation/reg-02-20-04

Academic Integrity

Students are expected to work within the letter and spirit of the NC State Code of Student Conduct in which it is stated "All students are responsible for conducting themselves in a manner that helps enhance an environment of learning in which the rights, dignity, worth, and freedom of each member of the academic community are respected." Therefore, students are required to uphold the university pledge of honor and exercise honesty in completing any assignment. For complete details, please see http://policies.ncsu.edu/policy/pol-11-35-01.

Honor Pledge

It is expected that **all** of your submitted work, including journal entries, constitutes your best individual effort.
Your submission of any test or assignment indicates "I have neither given nor received unauthorized aid on this test or assignment." If you have questions about what constitutes unauthorized aid, please consult the syllabus or contact me directly.

Academic Accommodations for 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 Disability Services Office at 1900 Student Health Center, Campus Box 7509, 515-7653. http://policies.ncsu.edu/regulation/reg-02-20-01.

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 Policies on Non-Discrimination http://policies.ncsu.edu/policy/pol-04-25-05.

Homework and Class Schedule

Note: This schedule is subject to change.

Thurs. Jan 7 First Day	**Course Introduction**
Tues. Jan 12	**Short Story #1** **" النمور في اليوم العاشر" بقلم زكريا تامر – سوريا (1978)** **Read** pg. 54 thru pg. 55, line 8 from top Recommended Reading: • Lisa Wedeen, *Ambiguities of Domination: Politics, Rhetoric, and Symbols in Contemporary Syria*, Chapter 1 • Patrick Seale, *Asad: The Struggle for the Middle East*, Selections from Part 2
Thurs. Jan 14	Class Discussion and Journal Sharing
Tues. Jan 19	**Short Story #1 – النمور في اليوم العاشر** **Read** pg. 55, line 9 from top, thru pg. 56
Thurs. Jan 21	Class Discussion and Journal Sharing Film clip: **دريد لحام، التقرير**
Tues. Jan 26	**Short Story #1 – النمور في اليوم العاشر** **Read** pp. 57-58
Thurs. Jan 28	**Exam: Short Story #1**
Tues. Feb 2	**Short Story #2** **" رحلة " بقلم ثروت أباظة (1967)** **Read complete story** pp. 11:8 thru 11:11
Thurs. Feb 4	Class Discussion and Journal Sharing - No Exam for Short Story #2.
Tues. Feb 9	**Short Story #3** **" نصيحة من شاب عاقل " بقلم بهاء طاهر – مصر (1983)** **Read** pg. 149 Recommended Reading: • Lila Abu Lughod, *Islam and Public Culture: The Politics of Egyptian Television Serials*, MERIP, Volume 23, January/February 1993 • James Jankowski, *Egypt: A Short History*, Chapters 7-8
Thurs. Feb 11	Class Discussion and Journal Sharing
Tues. Feb 16	**Short Story #3 – نصيحة من شاب عاقل** **Read** pg. 150
Thurs. Feb 18	Class Discussion and Journal Sharing
Tues. Feb 23	**Short Story #3 – نصيحة من شاب عاقل** **Read** pp. 151 to mid-page 152

Thurs. Feb 25	Class Discussion and Journal Sharing • Film Clips: **إرهاب وكباب**
Tues. Mar 1	**Short Story #3 – نصيحة من شاب عاقل** **Read** pp. from mid-page 152 thru end 153
Thurs. Mar 3	**Exam: Short Story #3**
March 7-11	**No Classes – SPRING BREAK**
Tues. Mar 15	**Short Story #4** **" كُشري مصر" بقلم حسن كمال – مصر (2010)** **Read** pg. 85 and first two lines on pg. 86 • Raymond Hinnebusch, *Class, State and the Reversal of Egypt's Agrarian Reform*, MERIP, Volume 23, September/October 1993. • Andrew Beattie, *Cairo: A Cultural History*, pp. 200-222. • Asaf Bayat, *Life as Politics: How Ordinary People Change the Middle East*, pp. 43-95.
Thurs. Mar 17	Class Discussion and Journal Sharing
Tues. Mar 22	**Short Story #4 – كُشري مصر** **Read** pg. 86 to the beginning of the last paragraph on pg. 87
Thurs. Mar 24	Class Discussion and Journal Sharing
Tues. Mar 29	**Short Story #4 – كُشري مصر** **Complete assigned reading for class** **[**Last paragraph on pg. 87 thru page 89.]
Thurs. Mar 31	Class Discussion and Journal Sharing
Tues. Apr 5	**Short Story #4 – كُشري مصر** **Read** pp. 90-91 **Guidelines provided for Final Oral Presentation and Group Assignments**
Thurs. Apr 7	Class Discussion and Journal Sharing
Tues. Apr 12	**Short Story #4 – كُشري مصر** **Read** pp. 92-94
Thurs. Apr 14	**Exam: Short Story #4**
Tues. Apr 19	**Final Oral Presentations**
Thurs. Apr 21 Last Day	**Final Oral Presentations**

HI 499: Special Topics in History

Course Inventory Change Request

In Workflow

1. 16HI UG Director of Curriculum (kimler@ncsu.edu)
2. 16HI UnderGrad Head (david_zonderman@ncsu.edu)
3. CHASS CC Coordinator UG (hope_ziglar@ncsu.edu; despain@ncsu.edu)
4. CHASS CC Meeting UG (hope_ziglar@ncsu.edu; despain@ncsu.edu)
5. CHASS CC Chair UG (david_austin@ncsu.edu)
6. CHASS Final Review UG (hope_ziglar@ncsu.edu)
7. CHASS Dean UG (dpdannel@ncsu.edu)
8. OUCC Review (gmneugeb@ncsu.edu)
9. UCCC Coordinator (gmneugeb@ncsu.edu)
10. UCCC Meeting (gmneugeb@ncsu.edu)
11. UCCC Chair (despain@ncsu.edu)
12. OUCC Final Signature (barbara_kirby@ncsu.edu)
13. OUCC Final Review (gmneugeb@ncsu.edu)
14. PeopleSoft (lamarcus@ncsu.edu; blpearso@ncsu.edu; Charles_Clift@ncsu.edu; ldmihalo@ncsu.edu; jmharr19@ncsu.edu; Tracey_Ennis@ncsu.edu)

Approval Path

1. Thu, 13 Aug 2015 19:46:56 GMT
   William Kimler (kimler): Approved for 16HI UG Director of Curriculum
2. Thu, 13 Aug 2015 19:50:33 GMT
   David Zonderman (dazonder): Approved for 16HI UnderGrad Head
3. Thu, 13 Aug 2015 20:09:14 GMT
   Hope Ziglar (hziglar): Approved for CHASS CC Coordinator UG
4. Tue, 25 Aug 2015 18:31:23 GMT
   Hope Ziglar (hziglar): Rollback to CHASS CC Coordinator UG for CHASS CC Meeting UG
5. Wed, 26 Aug 2015 16:08:40 GMT
   Jeffrey Despain (despain): Approved for CHASS CC Coordinator UG
6. Wed, 02 Sep 2015 12:29:12 GMT
   Jeffrey Despain (despain): Approved for CHASS CC Meeting UG
7. Wed, 02 Sep 2015 13:12:22 GMT
   David Austin (n51ls801): Approved for CHASS CC Chair UG
8. Wed, 02 Sep 2015 19:54:22 GMT
   Hope Ziglar (hziglar): Approved for CHASS Final Review UG
9. Wed, 02 Sep 2015 19:59:16 GMT
   Deanna Dannels (dpdannel): Approved for CHASS Dean UG

New Course Proposal

Date Submitted: Thu, 13 Aug 2015 19:44:53 GMT

Viewing: HI 499 : Special Topics in History

Changes proposed by: kimler

Course Prefix

HI (History)

Course Number

499

Dual-Level Course

No

Cross-listed Course

No

Title

Special Topics in History

Abbreviated Title

Special Topics in History

College

College of Humanities and Social Sciences

Academic Org Code

History (16HI)

CIP Discipline Specialty Number

CIP Discipline Specialty Title

Term Offering

Fall and Spring

Year Offering

Offered Upon Demand

Effective Date

Fall 2015

Previously taught as Special Topics?

No

Course Delivery

Face-to-Face (On Campus)

Grading Method

Graded with S/U option

Credit Hours

1-3

Course Length

16

weeks

Contact Hours (Per Week)

Component Type	Contact Hours
Lecture	1-3

Course Attribute(s)

Course Is Repeatable for Credit

Yes

Total number of completions allowed including the initial offering.

4

Maximum total credit hours allowed

12

Instructor Name

William Kimler

Instructor Title

Associate Professor

Anticipated On-Campus Enrollment

Open when course_delivery = campus OR course_delivery = blended OR course_delivery = flip

Enrollment Component	Per Semester	Per Section	Multiple Sections?	Comments
Lecture	50	25	Yes	Anticipate only 1 section per semester, but keeping options open.

Course Prerequisites, Corequisites, and Restrictive Statement

3 hours of History

Is the course required or an elective for a Curriculum?

Yes

Which Curricula are Affected?

SIS Program Code	Program Title	Required or Elective?
16histba	History BA	Elective
16histted	History BA-Teacher Education concentration	Elective
16histbs	History BS	Elective
16him	History Minor	Elective

Catalog Description

Timely topical courses or experimental course offerings in advanced historical study.

Justification for new course:

The History Department has used special named sections of HI 498 (Independent Study) to manage experimental course offerings. UNC General Administration no longer allows the use of "independent study" in this manner.We do not have a course number for "special topics," and so need to create one.

Does this course have a fee?

No

Is this a GEP Course?

No

Consultation

Instructional Resources Statement

Faculty create special topics offerings as development of their regular load and course rotation, especially for new faculty. Reallocation of existing resources is sufficient.

Course Objectives/Goals

to be determined for each offering

Student Learning Outcomes

to be determined for each offering

Student Evaluation Methods

Evaluation Method	Weighting/Points for Each	Details
Written Assignment	100%	to be determined in each offering

Topical Outline/Course Schedule

Syllabus

5495_HI 499_SyllabusSample.doc

Additional Documentation

Additional Comments

Course Reviewer Comments

hziglar (Tue, 25 Aug 2015 18:31:23 GMT): Rollback: Got ahead of establish approval process

Key: 7652

Preview Bridge (http://catalog.ncsu.edu/)

SAMPLE OFFERING OF A SPECIAL TOPIC

HI 499: Dinomania! A Cultural & Scientific History of Dinosaurs

Spring

Dr. Paul D. Brinkman

Office: WI 472, and Museum of Natural Sciences, Rm. 3901E
Office hours: Wed 1:00-4:00, and by appointment
919-707-9282
paul.brinkman@naturalsciences.org

From *Tyrannosaurus rex* to Godzilla to Barney, from *Gertie* to *Jurassic Park,* dinosaurs are both objects of science and pop-culture icons. They are used routinely as metaphors for dominance, failure, obsolescence, hugeness and dim-wittedness. They are the objects by which science museums are judged. Victorians believed that the casual study of dinosaurs improved the mind…and they were right! Some scholars argue that a scientific understanding of dinosaurs can no longer be distinguished from their cultural counterparts.

In this course, students will engage with the cultural and scientific history of dinosaurs in an attempt to disentangle the science object from the popular one. Special attention will be paid to early dinosaur discoveries and interpretations; the competitive exploration for dinosaurs in the US West and other exotic places; the origin and international spread of *dinomania*; dinosaurs as cultural icons; and, the ways that dinosaurs have been represented in the media and in public museums. This course will include critical discussion of how natural science is done, how ideas about dinosaurs are culturally embedded, and how and why those ideas change over time. It will explore the jumbled intersection of paleontology and popular culture.

By the end of this course, you will be able to:
1. analyze and explain the impact of major historical events and cultural developments that shaped the popular image of dinosaurs;
2. evaluate, critique, and interpret primary and secondary historical sources;
3. organize and write logical historical essays, phrased in clear, active-voice prose, and supported by specific, appropriate evidence.

Course Information:

Class will meet on Mondays and Wednesdays from 4:30 to 5:45pm in room 160 Withers Hall.

This course will be reading and writing intensive.

Each week one or more students will be assigned to take major responsibility for leading discussion of the week's reading assignments. Discussion leaders are expected to come up with topics and questions for class. In addition, all students will circulate brief e-mail responses to the week's readings by noon on the day before class meets. Students are encouraged to respond to

each other's messages. These will be used to generate class discussion. Your performance will be assessed by your *participation in class discussions* **(10%)** *and graded e-mail responses* **(10%)**.

There will be two *writing assignments* for this course, which will be explained fully in class. For the **first** writing assignment, students will choose an iconic representation of a dinosaur and write a critique that explains how it is culturally embedded. Discussion can and should include how and why the representation differs from both the historic and the modern scientific understanding of that particular dinosaur. This short assignment should be no more than **three** double-spaced pages long and must be illustrated **(20%)**.

For the **second** writing assignment, students will write a 'biography' of a dinosaur genus or species of their choosing that describes both its cultural and scientific aspects. Possible sources could and should include movies, music, novels, textbooks, cartoons, toys, scientific papers, museum displays, models, roadside attractions, video games, comic books and more. The finished paper should be 12-15 double-spaced pages long and must be well-illustrated **(40%)**.

Students will also present their writing assignments in class. Mid-term presentations will be brief (five minutes) and informal (ungraded). Final presentations will be ten to fifteen minutes long (depending on number of students) and must be well illustrated.

There will be *two formal exams* in true/false, multiple choice, short answer and/or – possibly – essay format **(20%)**.

Grading scale:

A+ 97-100	C 73-76
A 93-96	C+ 77-79
A- 90-92	C- 70-72
B+ 87-89	D+ 67-69
B 83-86	D 63-66
B- 80-82	D- 60-62
	F <60

Attendance:

Attendance is mandatory. Students are responsible for attending class and doing their reading assignments. Students should come to class prepared to discuss the readings. Additionally, students are responsible for lecture material. Some lecture material comprises the professor's synthesis of the scholarship, and students will be expected to be able to draw on lectures and class discussions in their own written work.

This class will meet three times at the North Carolina Museum of Natural Sciences, 11 W. Jones St., in downtown Raleigh (see below for dates). We will arrange transportation and parking in advance in class.

Students should contact the professor as soon as possible about absence due to illness or emergency. Please consult the University's Attendance Regulation for the definition of excused absence at <http://policies.ncsu.edu/regulation/reg-02-20-03>.

Academic Integrity:

Students must make themselves familiar with NC State policy on Academic Integrity, found in the Code of Student Conduct, at <http://policies.ncsu.edu/policy/pol-11-35-01>. Students are required to uphold the Honor Pledge. ("I have neither given nor received unauthorized aid on this test or assignment.") Students' commitment to academic honesty is certified by their name on any test or assignment. The professor expects the highest integrity from NC State students.

It is the student's responsibility to know what constitutes plagiarism and how to avoid it. For questions regarding appropriate scholarly use of sources and citation, see the History Department's website *What is Plagiarism?* at <http://history.ncsu.edu/pages/what_plagiarism> and *How to Identify and Avoid Plagiarism* at <http://history.ncsu.edu/pages/avoid_plagiarism>. Specific questions or problems can also be addressed to the professor. Students caught in an act of plagiarism or any other form of academic dishonesty will receive a grade of zero for that assignment.

Scholarly forms of citation in historical writing are vitally important. Students must use a standard citation format both in footnotes and in the Literature Cited section in their writing. This professor recommends the *The Chicago Manual of Style* format, which is available on-line at <http://www.chicagomanualofstyle.org/home.html>. Other standard citation formats are acceptable, also, so long as they are clear to understand and consistently applied.

Credit Only:

Students taking a course S/U must complete all assignments and earn a grade of at least C-. Credit Only courses can be included only under the Free Electives category of your curriculum. The deadline for conversion from letter grading to Credit Only (S/U) is in March.

Disability Accommodations:

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, you must register with Disability Services for Students (DSS) at 1900 Student Health Center, Campus Box 7509, 919-515-7653. For more information on N. C. State University's policy on working with students with disabilities, please consult the Academic Accommodations for Students with Disabilities Regulation at <http://policies.ncsu.edu/regulation/reg-02-20-01>.

Textbooks:

Required (readings assigned):

Brinkman, P. D. (2010). *The Second Jurassic Dinosaur Rush: Museums & Paleontology in America at the Turn of the Twentieth Century*. University of Chicago Press.

Ottaviani, Jim and Big Time Attic (2005). *Bone Sharps, Cowboys, and Thunder Lizards: A Tale of E. D. Cope, O. C. Marsh and the Gilded Age of Paleontology*. G. T. Labs.

Parsons, K. M. (2001). *Drawing Out Leviathan: Dinosaurs and the Science Wars*. University of Indiana Press.

Sanz, J. L. (2002). *Starring T. Rex! Dinosaur Mythology and Popular Culture*. University of Indiana Press.

Some additional weekly readings will be provided as PDFs.

Also, students are required to follow and read the blog *Love in the Time of Chasmosaurus*: http://chasmosaurs.blogspot.com/.

Recommended supplementary readings (not specifically assigned):

Farlow, J. O. and **Brett-Surman, M. K.** (1997). *The Complete Dinosaur*. University of Indiana Press.

Mitchell, W. J. T. (1998). *The Last Dinosaur Book*. University of Chicago Press.

Course schedule (subject to change):

Week 1: "Dinosaurs and modern dinosaur paleontology: an introduction." Guest lecture by Dr. Daniel T. Ksepka.

No class on Wednesday of this week

Week 2: "The prehistory of dinosaurs." Topics include: non-Western ideas about fossils, both ancient and modern; dragons; Biblical giants, including Leviathan and Behemoth; Native American ideas about fossils; the ideas of extinction and deep geological time; the earliest fossil saurian discoveries in England and elsewhere; the first attempts to classify these strange saurians; etc.

Required readings, Monday:

Kindle, E. M. (1935) "American Indian discoveries of vertebrate fossils." *Journal of Paleontology* 9(5): 450-452.

Mayor, A. (2000) "The monster of Troy vase: the earliest artistic record of a vertebrate fossil discovery?" *Oxford Journal of Archaeology* 19(1): 57-63.

Wednesday:

Delair, J. B. and W. A. S. Sargeant (1975) "The earliest discoveries of dinosaurs." *Isis* 66(1): 5 25.

Torrens, H. S. (1995) "Mary Anning (1799-1847) of Lyme; 'the greatest fossilist the world ever knew.'" *British Journal for the History of Science* 28: 257-284.

Week 3: "Richard Owen invents the dinosaur." Topics include: Owen's classification of dinosaurs and his mammal paradigm; Owen's heated rivalry with Gideon Mantell; Benjamin Waterhouse Hawkins and the Crystal Palace dinosaur models; the early popularity of dinosaurs in England; etc.

Required readings, Monday:

Desmond, A. (1979) "Designing the dinosaur: Richard Owen's response to Robert Edmond Grant." *Isis* 70(252): 224-234.

Sanz, J. L. (2002). *Starring T. Rex! Dinosaur Mythology and Popular Culture*. University of Indiana Press. Introduction and Chapter 1.

Wednesday:

Secord, J. A. (2004) "Monsters at the Crystal Palace." In: *Models: the Third Dimension of Science*. Stanford University Press.

Torrens, H. S. (1992) "When did the dinosaur get its name?" *New Scientist* 1815: 40-44.

Torrens, H. S. (1997) "Politics and paleontology: Richard Owen and the invention of dinosaurs." In: *The Complete Dinosaur*. University of Indiana Press.

Week 4: "Thomas Henry Huxley and the bird paradigm." Topics include: Owen's opposition to Charles Darwin's *On the Origin of Species*; the discovery and interpretation of *Archaeopteryx* and *Compsognathus*; Huxley's bird paradigm; Harry Govier Seeley and his classification of dinosaurs; etc.

Required readings:

Di Gregorio, M. A. (1982) "The dinosaur connection: a reinterpretation of T. H. Huxley's evolutionary view." *Journal of the History of Biology* 15(3): 397-418.

Kritsky, G. (1992) "Darwin's *Archaeopteryx* prophecy." *Archives of Natural History* 19(3): 407 410.

First exam will be on Wednesday of this week.

Week 5: "Dinosaurs in early America." Topics include: Caspar Wistar and the earliest fossil saurians of America; Richard Harlan and *Basilosaurus*; Zeuglodon tour; Edward Hitchcock's fossil footprints and their interpretation; Joseph Leidy, Philadelphia's Academy of Natural Science and *Hadrosaurus*; the first dinosaur fossils from the American West; etc.

Required readings, Monday:

Gerstner, P. A. (1970) "Vertebrate paleontology, an early nineteenth-century transatlantic science." *Journal of the History of Biology* 3(1): 137-148.

Thomson, K. S. (2006) "American dinosaurs: who and what was first?" *American Scientist* 3: 209-211.

Wednesday:

Rainger, R. (1992) "The rise and decline of a science" vertebrate paleontology at Philadelphia's Academy of Natural Sciences, 1820-1900." *Proceedings of the American Philosophical Society* 136(1): 1-32.

Ryder, R. C. (1988) "Dusting off America's first dinosaur." *American Heritage* 39(2): 69-73.

Week 6: "Cope vs. Marsh." Topics include: the heated rivalry between Philadelphia's Edward Drinker Cope and Yale's Othniel Charles Marsh; Cope's *Laelops*; Marsh's lumbering dinosaurs; the first Jurassic dinosaur rush in the American West; etc.

Required readings, Monday:

Brinkman, P. D. (2010). *The Second Jurassic Dinosaur Rush: Museums & Paleontology in America at the Turn of the Twentieth Century*. University of Chicago Press. Chapter 1.

Ottaviani, Jim and Big Time Attic (2005). *Bone Sharps, Cowboys, and Thunder Lizards: A Tale of E. D. Cope, O. C. Marsh and the Gilded Age of Paleontology*. G. T. Labs.

Wednesday:

Brinkman, P. D. (In preparation) "Remarking on a black eye: Persifor Frazer's blow-by-blow account of a fistfight with his dear friend Edward Drinker Cope." *Archives of Natural History*.

Pankin, M. F. (1998) "The Yale scientific expedition of 1871: a student's-eye-view." *Oregon Historical Quarterly* 99(4): 374-435.

Week 7: "The second American Jurassic dinosaur rush, parts I and II." Topics include: the institutional shift of American paleontology from private collections to urban museums; the competition to collect Jurassic dinosaurs; technical advances in vertebrate paleontology; putting dinosaurs on display; the origins of modern *dinomania*; etc.

Required readings:

Brinkman, P. D. (2010). *The Second Jurassic Dinosaur Rush: Museums & Paleontology in America at the Turn of the Twentieth Century*. University of Chicago Press. Chapters 2-6.

Week 8: "The second American Jurassic dinosaur rush, part III." Topics include: American Jurassic fieldwork at the turn of the 20th century; sauropod skull controversy; sauropod posture controversy; Dippy casts; Dinosaur National Monument; *Gertie*; etc.

Required readings, Wednesday:

Brinkman, P. D. (2010). *The Second Jurassic Dinosaur Rush: Museums & Paleontology in America at the Turn of the Twentieth Century*. University of Chicago Press. Chapters 712.

Parsons, K. M. (2001). *Drawing Out Leviathan: Dinosaurs and the Science Wars*. University of Indiana Press. Chapter 1.

The N. C. Museum of Natural Sciences will be visited on Monday of this week. Students will be doing a comparative anatomy exercise as a group project

Week 9: "King of the tyrant lizards." Topics include: Barnum Brown, *Tyrannosaurus rex* and the race to collect Cretaceous dinosaurs; developments at the Peabody and the National museums; dinosaur hunting on the Red Deer River; the Sternberg family; etc.

Required readings, Monday:

Brinkman, P. D. (2013) "Red Deer River shakedown: a history of the Captain Marshall Field Paleontological Expedition to Alberta, 1922." *Earth Sciences History* 32(2): 204-234.

Chambers, P. (2005) "Rock idol." *New Scientist* 188(2519): 31-33.

Spalding, D. A. E. (2001) "Friendly rivalry or bitter feeling? The Canadian dinosaur rush." In: *INHIGEO Meeting Volume: Geological Resources and History*.

Second exam will be on Wednesday of this week.

Spring Break

Week 10: "International developments in dinosaur paleontology." Topics include: Louis Dollo's iguanodons; Germany's Tendaguru expeditions; Franz Nopcsa and the dinosaurs of Transylvania; Roy Chapman Andrews and the Central Asiatic Expeditions; dinosaur paleontology in South America, dinosaurs on the Atlantic floor; war and dinosaurs; dinosaurs and imperialism; etc.

Required readings, Wednesday:

Norman, D. B. (1987) "On the history of the discovery of fossils at Bernissart in Belgium." *Archives of Natural History* 14(1): 59-75.

Russell, L. S. (1990) "Thomas Chesmer Weston and the Red Deer River fossil fields." *Earth Sciences History* 9(1): 3-5.

! **The N. C. Museum of Natural Sciences will be visited again on Monday of this week. We will be touring the museum's dinosaur-related exhibits.***

Week 11: "Modern synthesis." Topics include: Roland T. Bird and the Paluxy River footprints; Barnum Brown and the Howe Quarry; Edwin Colbert's post-war Ghost Ranch excavations; dinosaurs and evolutionary biology, behavior and paleoecology; etc.

Required readings, Monday:

Sepkoski, D. (2012) "The growth of theoretical paleontology." In: *Re-reading the Fossil Record*. University of Chicago Press.

Sepkoski, D. (2012) "The rise of quantitative paleobiology." In: *Re-reading the Fossil Record*. University of Chicago Press.

Presentation of short projects will be on Wednesday of this week. Short papers due.

Week 12: "Dinosaur renaissance." Topics include: John Ostrom, Robert Bakker and the modern resurgence of scientific interest in dinosaurs; paleobiology and quantitative methods; modern controversies about dinosaurs, including mass extinction and dinosaur metabolism; birds and dinosaurs; dinosaurs in Antarctica and paleobiogeography; etc.

Required readings, Wednesday:

Fastovsky, D. E. (2009) "Ideas in dinosaur paleontology: resonating to social and political context." In: *The Paleobiological Revolution: Essays on the Growth of Modern Paleontology*. University of Chicago Press.

Parsons, K. M. (2001). *Drawing Out Leviathan: Dinosaurs and the Science Wars*. University of Indiana Press. Chapters 2-3.

Sanz, J. L. (2002). *Starring T. Rex! Dinosaur Mythology and Popular Culture*. University of Indiana Press. Chapter 7.

! **The N. C. Museum of Natural Sciences will be visited yet again on Monday of this week. We will be touring the museum's paleontology research lab and collections.***

Week 13: "Dinosaurs for sale." Topics include: Commercial interest in dinosaurs; Federal and state protections for fossils; fossil shows; *Falcarius* quarry; Peter Larson and the Sue scandal; the *Tarbosaurus* scandal; the "Dueling Dinosaurs;" fakes and forgeries; etc.

Required readings, Wednesday:

Public Law 111-011: Paleontological Resources Preservation Act.

Dalton, R. (2008) "School of rock." *Nature* 455: 858-860.

Roberts, D. (1998) "Digging for dinosaur gold." *Smithsonian* 28(12): 40-53.

Sax, J. L. (1999) "Antiquities business." In: *Playing Darts with a Rembrandt*. The University of Michigan Press.

We will be watching *Jurassic Park* on Monday this week.

Week 14: "Dinosaurs and popular culture."

Required readings, Monday:

Parsons, K. M. (2001). *Drawing Out Leviathan: Dinosaurs and the Science Wars*. University of Indiana Press. Chapters 4-5.

Sanz, J. L. (2002). *Starring T. Rex! Dinosaur Mythology and Popular Culture*. University of Indiana Press. Chapters 3-6, 8-23.

Thomson, K. S. (2002) "Dinosaurs, the media and Andy Warhol." *American Scientist* 90(3): 1.

Thomson, K. S. (2005) "Dinosaurs as a cultural phenomenon." *American Scientist* 93(3): 212.

No class on Wednesday this week

Week 15: "Student Final Presentations."

Students will present their dinosaur biographies in class on Monday, no class Wednesday; Dinosaur biographies due at the end of this week.

BUS 428: Financial Analytics

Course Inventory Change Request

In Workflow

1. 20BUS UnderGrad Head (richard_warr@ncsu.edu)
2. MGMT CC Coordinator UG (andy_nowel@ncsu.edu)
3. MGMT CC Chair UG (andy_nowel@ncsu.edu)
4. MGMT Dean UG (richard_warr@ncsu.edu)
5. OUCC Review (gmneugeb@ncsu.edu)
6. UCCC Coordinator (gmneugeb@ncsu.edu)
7. UCCC Meeting (gmneugeb@ncsu.edu)
8. UCCC Chair (despain@ncsu.edu)
9. OUCC Final Signature (barbara_kirby@ncsu.edu)
10. OUCC Final Review (gmneugeb@ncsu.edu)
11. PeopleSoft (lamarcus@ncsu.edu; blpearso@ncsu.edu; Charles_Clift@ncsu.edu; ldmihalo@ncsu.edu; jmharr19@ncsu.edu; Tracey_Ennis@ncsu.edu)

Approval Path

1. Mon, 14 Sep 2015 19:11:29 GMT
   Richard Warr (rswarr): Approved for 20BUS UnderGrad Head
2. Mon, 14 Sep 2015 19:18:14 GMT
   Andrew Nowel (nowel): Approved for MGMT CC Coordinator UG
3. Mon, 14 Sep 2015 19:19:25 GMT
   Andrew Nowel (nowel): Approved for MGMT CC Chair UG
4. Mon, 14 Sep 2015 19:32:33 GMT
   Richard Warr (rswarr): Approved for MGMT Dean UG

New Course Proposal

Date Submitted: Mon, 14 Sep 2015 18:48:18 GMT

Viewing: BUS 428 : Financial Analytics

Changes proposed by: nowel

Course Prefix

BUS (Business Management)

Course Number

428

Dual-Level Course

No

Cross-listed Course

No

Title

Financial Analytics

Abbreviated Title

Financial Analytics

College

Poole College of Management

Academic Org Code

Business Management (20BUS)

CIP Discipline Specialty Number

CIP Discipline Specialty Title

Term Offering

Spring Only

Year Offering

Offered Every Year

Effective Date

Spring 2016

Previously taught as Special Topics?

No

Course Delivery

Face-to-Face (On Campus)

Grading Method

Graded with S/U option

Credit Hours

3

Course Length

16

weeks

Contact Hours (Per Week)

Component Type	Contact Hours
Lecture	3

Course Attribute(s)

Course Is Repeatable for Credit

No

Instructor Name

Srinivasan Krishnamurthy

Instructor Title

Associate Professor

Anticipated On-Campus Enrollment

Open when course_delivery = campus OR course_delivery = blended OR course_delivery = flip

Enrollment Component	Per Semester	Per Section	Multiple Sections?	Comments
Lecture	40	40	No	n/a

Course Prerequisites, Corequisites, and Restrictive Statement

BUS 320, Financial Management

Is the course required or an elective for a Curriculum?

Yes

Which Curricula are Affected?

SIS Program Code	Program Title	Required or Elective?
20BUS	B.S. in Business Administration- Concentration in Finance	Elective
20ACC	B.S. in Accounting- Concentration in Financial Analysis	Elective

Catalog Description

Advanced course examining the use of big data analytics in finance. The focus will be on the application of these tools in the areas of asset management and equity valuation. Topics covered include risk-return tradeoff, financial intermediaries in asset management (e.g., mutual funds, hedge funds, etc.), stock valuation models, and using financial statement information in stock selection / asset management. Students will complete a semester-long project involving data analysis (e.g., write an equity research report on a publicly traded U.S. firm, backtest an investment strategy, etc.).

Justification for new course:

This advanced elective course is designed to introduce students to financial analytics. Financial analytics is concerned with (a) analyzing financial data from the stock markets (“big data”) and from financial statements (income statements and balance sheets) and (b) using the insights from this analysis to make financial decisions. The skills acquired in this course are applicable in jobs in business and financial analytics, consulting, corporate finance/ valuation, mutual funds/hedge funds/pension funds, investment banking, forensic accounting, securities litigation consulting, etc. The course will build upon finance concepts covered in the introductory finance class.

Does this course have a fee?

No

Is this a GEP Course?

No

Consultation

Instructional Resources Statement

Current resources allow offering this course.

Course Objectives/Goals

Student Learning Outcomes

· Explain the role of financial intermediaries (e.g., mutual funds, hedge funds)

· Develop valuation models to estimate/forecast a firm’s performance

· Describe how portfolio managers (market funds/hedge funds/pension funds), auditors, consultants, and others can use information from stock market data and financial statement data in decision making

Student Evaluation Methods

Evaluation Method	Weighting/Points for Each	Details
Project	20%	Valuation spreadsheet- 5% Preliminary report- 5% Final report- 5%

Homework	20%	4 homework assignments required
Midterm	20%	n/a
Final Exam	40%	n/a

Topical Outline/Course Schedule

Topic	Time Devoted to Each Topic	Activity
Schedule Module 1Class Meeting 1 Introduction to the courseStock valuation, Risk-return tradeoff, and Estimating FCFs from BUS320Meetings 2, 3, 4 Diversification, systematic and unsystematic riskConcept of expected and 'abnormal return', Cost of capital, alpha (Chapter 2)Market structure and market efficiencyMeeting 5 Introduction to WRDS Project deliverables: Select your industry sectorMeetings 6, 7 Introduction to investment management, trade execution qualityMutual funds and their prospectuses, hedge funds, regulatory frameworkMeetings 8, 9 Using financial statements, creating proformasIdentify the choice set of firms Module 2Meetings 10, 11, 12, 13 Valuation mechanics - DDM and DCF valuation (Chapters 3, 4), JCP exerciseMeetings 14, 15 Sales forecastingMeetings 16, 17Meeting 18 Residual income valuation (Chapter 5), Valuation using multiples (Chapter 6)Mid Term Exam Module 3Meetings 19, 20 Concept of earnings quality and accruals. Sloan TAR 1996, Ali JAR 2008.Valuation spreadsheet (initial draft) dueMeetings 21, 22 Using financial data to identify winners: Piotroski (JAR 2000), Choi (RFS 2012)Use of warranty disclosure data - CDHZ (TAR 2011)Meeting 23 Short sellers: Dechow (JFE 2001), Desai (RAST 2005), Engleberg (JFE 2012)Valuation research report (initial draft) dueMeetings 24, 25 Momentum strategies - Jegadeesh and Titman (JF 2001)Meetings 26, 27 Arbitrage strategies - Gatev et al. (RFS 2006), LSV (JF 1994)Submit final reportMeetings 28, 29 Student presentationsJournal names:JAR - Journal of Accounting Research JF – Journal of Finance JFE – Journal of Financial Economics RAST – Review of Accounting StudiesRFS – Review of Financial Studies TAR – The Accounting ReviewDue Dates 1. Class Meeting 4 Select your industry sector.2. Meeting 9 HW1 (5% of semester grade)3. Meeting 9 Identify choice set of firms4. Meeting 16 HW2 (5% of semester grade)5. Meeting 18 Mid Term Exam (20% of semester grade)6. Meeting 21 Valuation spreadsheet (initial draft) (5% of semester grade)7. Meeting 23 HW3 (5% of semester grade)8. Meeting 23 Preliminary research report due (5% of semester grade)9. Meeting 25 HW4 (5% of semester grade)10. Meeting 27 Final report due (10% of semester grade)11. Meetings 28, 29 Student presentations 12. Final exam during finals week ((40% of semester grade)		

Syllabus

BUS 428 Syllabus.docx

Additional Documentation

Additional Comments

Course Reviewer Comments

Key: 7588

Preview Bridge (http://catalog.ncsu.edu/)

BUS 428 - Financial Analytics (three-credit course)

Course Justification:
This advanced elective course is designed to introduce students to financial analytics. Financial analytics is concerned with (a) analyzing financial data from the stock markets ("big data") and from financial statements (income statements and balance sheets) and (b) using the insights from this analysis to make financial decisions. The skills acquired in this course are applicable in jobs in business and financial analytics, consulting, corporate finance/valuation, mutual funds/hedge funds/pension funds, investment banking, forensic accounting, securities litigation consulting, etc. The course will build upon finance concepts covered in the introductory finance class.

Resources Statement:
Current resources allow offering this course.

BUS 428 Syllabus

Prof: Srinivasan Krishnamurthy (Srini) email: srini_krishnamurthy@ncsu.edu
Office hours: By Appointment Tele: (919) 515-0156

Prerequisite
BUS 320

Catalog Description
Advanced course examining the use of big data analytics in finance. The focus will be on the application of these tools in the areas of asset management and equity valuation. Topics covered include risk-return tradeoff, financial intermediaries in asset management (e.g., mutual funds, hedge funds, etc.), stock valuation models, and using financial statement information in stock selection / asset management. Students will complete a semester-long project involving data analysis (e.g., write an equity research report on a publicly traded U.S. firm, backtest an investment strategy, etc.).

Course Learning Outcomes:

- Explain the role of financial intermediaries (e.g., mutual funds, hedge funds)
- Develop valuation models to estimate/forecast a firm's performance
- Describe how portfolio managers (market funds/hedge funds/pension funds), auditors, consultants, and others can use information from stock market data and financial statement data in decision making

Readings
Text: Equity Asset Valuation, by Stowe, Robinson, Pinto, & Henry, Second Edition, 2010, $108.00
Research papers: Posted on course moodle site

Grading
1. Valuation project (group of 2) – 20%
Valuation spreadsheet - 5%
Preliminary report – 5%
Final report - 10%

2. Homework – 20%
3. Mid Term Exam – 20%
4. Final Exam -40%

Grading Scale

A+ 97-100
A : 93—96.99
A-: 90—92.99
B+ : 87—89.99
B : 83—86.99
B- : 80—82.99
C+ : 77—79.99
C : 73—76.99
C- : 70—72.99
D+ : 67—69.99
D : 63—66.99
D- : 60—62.99
F : < 60

Policy for Attendance and Make up Work
While there is not an official attendance policy, students are generally expected to attend class in order to learn the material. Students will be allowed to make up a missed final exam, or an extension on a presentation or project, only in the instance of an excused absence cleared by the instructor. The University's policy on excused absences is located at: http://policies.ncsu.edu/regulation/reg-02-20-03

The requirement of students electing to enroll for credit only S/U:
In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- or better. Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer to the Registration and Records calendar for deadlines related to grading. For more details refer to
http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.15.php.

The requirement of students electing to enroll for audit AU:
Students auditing this course are required to take all exams and quizzes, and complete all assignments. For more details refer to : http://www.ncsu.edu/policies/academic_affairs/pols_regs/REG205.00.5.php

Policy on Incomplete Grades:
At the discretion of the instructor, students may be given an incomplete grade for work not completed because of a serious interruption in their work not caused by their own negligence (i.e., documented illness or family emergency occurring after a student has completed the majority of the course). An incomplete grade cannot be given, however, as a substitute for an F when the student's performance in the course is deserving of failing. An incomplete is only appropriate when the student's record in the course is such that the successful completion of particular assignments, projects, or tests missed as a result of a documented serious event would enable that student to pass the course. The University policy on incomplete grades is located at:
http://www.ncsu.edu/policies/academic_affairs/grades_undergrad/REG02.50.3.php

Policy on Academic Integrity:

The NC State University Honor Pledge: I have neither given nor received unauthorized aid on this test or assignment.
It is the understanding and expectation of the instructor that the student's signature on any test or assignment means that the student has upheld the University's Honor Pledge.

It is the responsibility of each student to understand the University's policy on academic integrity as defined in the Code of Student Conduct Policy located at:
http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php

Statement for 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 Disability Services for Students 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:
http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php

Anti-Discrimination Statement:
"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."

Statement about 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."

About the instructor

Srinivasan Krishnamurthy received his Ph.D in Finance from Tulane University. He also has an MBA from the Indian Institute of Management, Ahmedabad and a Chemical Engineering degree from the Indian Institute of Technology, Kanpur. He worked in the Investment Banking divisions of Deutsche Bank AG and ANZ Grindlays Bank plc., and was involved in forex trading, corporate advisory services and bond trading. His research interests are primarily related to capital markets (audit and earnings quality, analysts, mutual funds, short sellers etc.), investment banking, capital structure, and mergers. He has won awards both for his research and his teaching.

Schedule

	Module 1
Class Meeting 1	Introduction to the course Stock valuation, Risk-return tradeoff, and Estimating FCFs from BUS320
Meetings 2, 3, 4	Diversification, systematic and unsystematic risk Concept of expected and 'abnormal return', Cost of capital, alpha (Chapter 2) Market structure and market efficiency
Meeting 5	Introduction to WRDS ***Project deliverables: Select your industry sector***
Meetings 6, 7	Introduction to investment management, trade execution quality Mutual funds and their prospectuses, hedge funds, regulatory framework
Meetings 8, 9	Using financial statements, creating proformas ***Identify the choice set of firms***
	Module 2
Meetings 10, 11, 12, 13	Valuation mechanics - DDM and DCF valuation (Chapters 3, 4), JCP exercise
Meetings 14, 15	Sales forecasting
Meetings 16, 17	Residual income valuation (Chapter 5), Valuation using multiples (Chapter 6)
Meeting 18	Mid Term Exam
	Module 3
Meetings 19, 20	Concept of earnings quality and accruals. Sloan TAR 1996, Ali JAR 2008. ***Valuation spreadsheet (initial draft) due***
Meetings 21, 22	Using financial data to identify winners: Piotroski (JAR 2000), Choi (RFS 2012) Use of warranty disclosure data - CDHZ (TAR 2011)
Meeting 23	Short sellers: Dechow (JFE 2001), Desai (RAST 2005), Engleberg (JFE 2012) ***Valuation research report (initial draft) due***
Meetings 24, 25	Momentum strategies - Jegadeesh and Titman (JF 2001)
Meetings 26, 27	Arbitrage strategies - Gatev et al. (RFS 2006), LSV (JF 1994) ***Submit final report***
Meetings 28, 29	Student presentations

Journal names:

JAR - Journal of Accounting Research
JF – Journal of Finance
JFE – Journal of Financial Economics
RAST – Review of Accounting Studies
RFS – Review of Financial Studies
TAR – The Accounting Review

Due Dates

1.	Class Meeting 4	Select your industry sector.
2.	Meeting 9	HW1 (5% of semester grade)
3.	Meeting 9	Identify choice set of firms
4.	Meeting 16	HW2 (5% of semester grade)
5.	Meeting 18	Mid Term Exam (20% of semester grade)
6.	Meeting 21	Valuation spreadsheet (initial draft) (5% of semester grade)
7.	Meeting 23	HW3 (5% of semester grade)
8.	Meeting 23	Preliminary research report due (5% of semester grade)
9.	Meeting 25	HW4 (5% of semester grade)
10.	Meeting 27	Final report due (10% of semester grade)
11.	Meetings 28, 29	Student presentations
12.		Final exam during finals week ((40% of semester grade)

North Carolina State University is a land-grant university and a constituent institution of The University of North Carolina

Office of Undergraduate Programs

NC STATE UNIVERSITY

Poole College of Management
Campus Box 8614
Raleigh, NC 27695-8614

919.515.5565 (phone)
919.515.5564 (fax)

MEMO

Date: September 11, 2015

To: Dr. Barbara Kirby, Associate Vice Provost, Academic Programs and Services

From: Dr. Frank Buckless, Department Head, Accounting

Subject: Minor Modification to the BS in Accounting- Financial Analysis Concentration

We would like to add BUS 428, *Financial Analytics,* as an elective choice for students in the B.S. in Accounting- Financial Analysis curriculum.

Proposed Requirements:

12 hours:

3 hrs, required:	ACC 411, *Business Valuation*
9 hrs, choose three from:	BUS 420, *Financial Management of Corporations* BUS 422, *Investments and Portfolio Management* BUS 425, *Advanced Personal Financial Management* BUS 426, *International Financial Management* BUS 428, *Financial Analytics* EC 404, *Money, Financial Markets, and the Economy* or EC 474, *Economics of Financial Institutions and Markets*

Current Requirements:

12 hours:

3 hrs, required:	ACC 411, *Business Valuation*
9 hrs, choose three from:	BUS 420, *Financial Management of Corporations* BUS 422, *Investments and Portfolio Management* BUS 425, *Advanced Personal Financial Management* BUS 426, *International Financial Management* EC 404, *Money, Financial Markets, and the Economy* or EC 474, *Economics of Financial Institutions and Markets*

Effective: Immediately

RECOMMENDED BY:

HEAD, DEPARTMENT/PROGRAM — DATE 9/14/15

ENDORSED BY:

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE — DATE 9/14/15

COLLEGE DEAN — DATE 9/14/15

APPROVED BY:

CHAIR, UNIVERSITY COURSES & CURRICULA COMMITTEE — DATE

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION — DATE

DEAN OF UNDERGRADUATE ACADEMIC PROGRAMS — DATE

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Raleigh, NC 27695-8614

919.515.5565 (phone)
919.515.5564 (fax)

MEMO

Date: September 11, 2015

To: Dr. Barbara Kirby, Associate Vice Provost, Academic Programs and Services

From: Dr. Richard Warr, Department Head, Business Management
Dr. Brad Kirkman, Department Head, Management Innovation and Entrepreneurship

Subject: Minor Modification to the BS in Business Administration- Finance Concentration

We would like to add BUS 428, *Financial Analytics,* as an elective choice for students in the B.S. in Business Administration- Finance curriculum.

Proposed Requirements:

12 hours:

3 hrs, required:	BUS 420, *Financial Management of Corporations*
3 hrs, required:	BUS 422, *Investments and Portfolio Management*
6 hrs, choose two from:	ACC 411, *Business Valuation* BUS 425, *Advanced Personal Financial Management* BUS 426, *International Financial Management* BUS 428, *Financial Analytics* EC 404, *Money, Financial Markets, and the Economy* or EC 474, *Economics of Financial Institutions and Markets*

Current Requirements:

12 hours:

3 hrs, required:	BUS 420, *Financial Management of Corporations*
3 hrs, required:	BUS 422, *Investments and Portfolio Management*
6 hrs, choose two from:	ACC 411, *Business Valuation* BUS 425, *Advanced Personal Financial Management* BUS 426, *International Financial Management* EC 404, *Money, Financial Markets, and the Economy* or EC 474, *Economics of Financial Institutions and Markets*

Effective: Immediately

RECOMMENDED BY:

/ BUSINESS MANAGEMENT / BSBA 9/14/15

HEAD, DEPARTMENT/PROGRAM DATE

/ MIE / BSBA 9/14/15

HEAD, DEPARTMENT/PROGRAM DATE

ENDORSED BY:

9/14/15

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

9/14/15

COLLEGE DEAN DATE

APPROVED BY:

CHAIR, UNIVERSITY COURSES & CURRICULA COMMITTEE DATE

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

DEAN OF UNDERGRADUATE ACADEMIC PROGRAMS DATE