

University Courses & Curricula Committee 2015-2016

October 21, 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
- Review of the Consent Agenda

Presenter	Action	Type
Ferguson	ECE 380 <i>Engineering Profession for Electrical Engineers</i> ECE 381 <i>Engineering Profession for Computer Engineers</i>	Rev: pre-req
Driscoll	Communication-Public Relations (16COMBA-16COMPR)	Rev: Elective
Tarpy	ARE 323 <i>Agribusiness Finance</i>	Rev: pre-req
Auerbach	ANT 385 <i>Island Archaeology</i>	Drop Course

New Business

- Approval of UCCC October 7, 2015 Minutes
- Course and Curricular Business

College of Agriculture & Life Sciences			
Presenter	Reviewers	Action	Type
Trivedi	Auerbach, Beller, Hessling	AEE 491 <i>Seminar in Agricultural Education</i>	New Course
College of Sciences			
Presenter	Reviewers	Action	Type
Black	Nowel, Domingue, Tarpy	Biological Sciences-Human Biology (17BIOSCBS-17BIOSCHB) Biological Sciences-Molecular, Cellular, & Developmental Biology (17BIOSCBS-17BIOSCMCD) Zoology (17ZOOBS)	Revision in Elective lists for three separate pieces of curricula.
Division of Academic & Student Affairs			
Presenter	Reviewers	Action	Type
Beller	Currie, Hergeth, Lindsay	HESM 326 <i>Current Trends in Dance</i>	New Course
Domingue	Banks, Ferguson, Rieder	EMA 295 <i>Special Topics in Arts Entrepreneurship</i>	New Special Topics Course
Domingue	Black, Driscoll, Trivedi	THE 233 <i>Introduction to Stage Lighting</i>	New Course
Domingue	Nowel, Swanson, Tarpy	THE 398 <i>Special Topics in University Theatre</i>	New Special Topics Course
Beller	Hessling, Currie, Rieder	USC 111 <i>Strategies for College Success</i>	New Course



University Courses & Curricula Committee 2015-2016

UCCC Minutes for Oct. 7, 2015
Talley Student Union 4140
Call to Order: 12:35pm

Members Present: Chair Scott Despain, David Auerbach, Alton Banks, Amanda Beller, Debbie Currie, Peggy Domingue, Catherine Driscoll, Scott Ferguson, Helmut Hergeth, Peter Hessling, Andy Nowel, Hatice Ozturk, Rebecca Swanson, Kathleen Rieder, David Tarpy, Mian Wu

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

Members Absent: Betty Black, Charles Clift, Shweta Trivedi

Recurring Guests Present: John Harrington, Li Marcus, Lindsey Mihalov

Guests Present: Beth Fath (Health & Exercise Studies), Richard Warr (Business Management)

WELCOME AND INTRODUCTIONS

- *Remarks from Chair, Chair Scott Despain*
Chair Despain welcomed UCCC to the October 7th meeting, especially the graduate student representative, Mian Wu. He also welcomed the guests in attendance: Beth Fath (Health & Exercise Studies) and Richard Warr (Business Management).
- *Remarks from Associate Vice Provost, Dr. Barbara Kirby*
Dr. Kirby notified the committee that the BA in Biological Sciences was recently approved by UNC-GA. She encouraged consultations with colleges and departments for courses and curricula. Dr. Kirby explained that consults should be sent to the Associate Dean of the college, and that two weeks is the time requirement for a response. Additionally, Dr. Kirby went over the guidelines and history of undergraduate honors programs.

CONSENT AGENDA

- Approval of the Minutes from September 23, 2015-**Approved unanimously without discussion.**
- A motion was made and seconded to approve the consent agenda. A question was raised regarding the pre-requisite for ED 311, but the issue was resolved. Without any further discussion, the consent agenda was **approved unanimously.**

Presenter	Action	Type	Notes
Hessling	ED 311 <i>Classroom Assessment Principles and Practices</i>	Rev: Pre-req	n/a
Ozturk	BME 451 <i>Biomedical Engineering Senior Design I</i>	Rev: Pre-req, Co-req	n/a

NEW BUSINESS

- MAE 200 Introduction to Mechanical Engineering Design- **approved unanimously.**
Discussion: The presenter noted that the course should not have a comma in the title because it's only composed of 5% design. Another member from the college disagreed. A member asked if a consultation had been sought from the College of Design. Without any further discussion, the action was approved unanimously.
- Chemical Engineering: Biomolecular (14CHEBS-14CHEBIO) - **approved unanimously without discussion.**
- MB 470 Emerging and Re-emerging Issues Infections Diseases- **approved unanimously without discussion.**
- ST 305 Statistical Methods-**approved unanimously without discussion.**
- ST 430 Introduction to Regression Analysis- **approved unanimously pending submission of Fall/Spring syllabus.**
Discussion: The committee requested a Fall or Spring semester syllabus be submitted into CIM.
- HESM 330 Introduction to Laban Analysis and Bartenieff Fundamentals-**approved unanimously.**
Discussion: The instructor provided information on what the topical matter was for the course. Action was approved unanimously.
- BUS 458 Analytics: From Data to Decisions- **approved unanimously pending revision to catalog description.**
Discussion: Committee asked how this program relates the Master's terminal program. The presenter noted that his college will be working with Statistics regarding the course, creating a cross listing that will create more opportunities in the future. The catalog description was cut off in CIM, and the committee approved the action unanimously pending revision to the catalog description.
- BUS 459 Data Analytics Practicum- **approved unanimously.**
A member made a friendly suggestion to strengthen the student learning outcomes. The action was approved unanimously.
- Data Analytics Honors Program- **approved unanimously without discussion.**

ANNOUNCEMENTS AND DISCUSSION

Chair Elect Selection for 2016-2017

A nomination was made and seconded for Andy Nowel to serve as the 2016-2017 UCCC Chair. Andy Nowel graciously agreed. His nomination was approved unanimously without discussion.

Service Learning Subcommittee Update

Chair Despain asked the committee for feedback regarding the proposed Service Learning form. A representative from DELTA noted that her office would work with faculty that desired to incorporate service learning into DELTA courses. One member suggested putting the attributes in priority order.

Meeting adjourned at 1:33pm.

Respectfully submitted by Gina Neugebauer.

17 August 2015

To: Barbara Kirby, Associate Vice Provost for Academic Programs & Services
From: Daniel Stancil, Head, Department of Electrical & Computer Engineering
Subj: Change of the Pre-Requisites of ECE 380/381

Actions for Course Catalog:

1. Change the pre-requisites of ECE 380/381 to the following:
“C- or better in ECE 211, ECE 212, and ECE 220”
 - a. *Justification:* ECE 380 is a course for EE majors and ECE 381 is the identical course for CPE majors. The current pre-requisite statements read “ECE 212, ECE 301, and ECE 302”, which have been in place since before our recent curriculum revision. The revised curriculum expanded senior design into two semesters, ECE 484 and ECE 485, which depend on ECE 380/381. This, and the fact that none of these courses (i.e., ECE 380/381, 484, or 485) are offered in the summer makes it impossible for students to co-op in the last three semesters. Note that this was possible in the prior curriculum, and it was not our intent to limit students in this way. Therefore, we reviewed the content of ECE 380/381 and recognize that the proposed pre-requisite sufficiently prepares students for the class, without the 300-level pre-requisites.
 - b. *Impact:* Enables students in EE or CPE majors to co-op within the last three semesters.

If I can be of further assistance, please do not hesitate to contact me.

Thanks in advance,

Dr. Daniel Stancil
Alcoa Distinguished Professor
Department Head
Electrical & Computer Engineering

RECOMMENDED BY:

David D. Harvill

10-6-2015

HEAD, DEPARTMENT/PROGRAM

DATE

ENDORSED BY:

[Signature]

6 oct 15

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE

Jerome P. Favelle

10/06/15

COLLEGE DEAN

DATE

APPROVED BY:

CHAIR, UNIVERSITY COURSES & CURRICULA COMMITTEE

DATE

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN OF UNDERGRADUATE ACADEMIC PROGRAMS

DATE

APPROVED EFFECTIVE DATE _____

July 10, 2015

TO: College of Humanities & Social Sciences and University Curriculum Committees

FR: Elizabeth Craig/Associate Head for Undergraduate Studies
Department of Communication

RE: MINOR ACTION: Revision to Public Relations Concentration 16COMBA 16COMPR

This memo requests that the current ENG 214 requirement be removed and replaced with ENG 316. The ENG department has removed the ENG 214 prerequisite for ENG 316, and ENG 316 is more appropriate for our students in the public relations curriculum. The table below represents the change being requested. This action is supported by Jason Miller, the ENG Associate Head.

Current requirement number/title	Proposed requirement number/title
ENG 214/Introduction to Editing	ENG 316/Principles of News and Article Writing

Consult:

Jessica Jameson <jameson@ncsu.edu>

Jul 10

to cynthia_zucker., Jason, Elizabeth, Li, Melissa

Jason,

Attached please find a minor action I would like to submit for immediate approval replacing the current ENG 214 requirement for our PR concentration with ENG 316. Please send me a brief email indicating your department's support for this change. Thank you for your consideration.

Jason Miller <wjmille3@ncsu.edu>

Jul 13

to me, Elizabeth, cynthia_zucker., Li, Melissa

Hi Jessica--

Yes, making ENG 316 the new requirement as you have written here has the full support of the Department of English.

Best,

Jason

SIGNATURE PAGE

CURRICULA ACTION FOR 16COMBA 16COMPR

RECOMMENDED BY:

Ken Zagata 7/28/15
HEAD, DEPARTMENT/PROGRAM DATE

ENDORSED BY:

[Signature] 9/14/15
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

[Signature] 9/15/15
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 _____

ARE 323: Agribusiness Finance

Course Inventory Change Request

Completed Workflow

1. 11ARE CCC (russ@ncsu.edu; fbparker@ncsu.edu)
2. 11ARE 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. flowersj (jim_flowers@ncsu.edu)
11. UCCC Meeting (gmneugeb@ncsu.edu)
12. UCCC Chair (despain@ncsu.edu)
13. OUCC Final Signature (barbara_kirby@ncsu.edu)
14. OUCC Final Review (gmneugeb@ncsu.edu)
15. PeopleSoft (lamarcus@ncsu.edu; blpearso@ncsu.edu; Charles_Cliff@ncsu.edu; Idmihalo@ncsu.edu; jmharr19@ncsu.edu; Tracey_Ennis@ncsu.edu)

Approval Path

1. Fri, 20 Mar 2015 16:01:50 GMT
Frederick Parker (fbparker): Approved for 11ARE CCC
2. Tue, 31 Mar 2015 12:29:51 GMT
Charles Safley (cdsafley): Approved for 11ARE UnderGrad Head
3. Tue, 31 Mar 2015 12:52:04 GMT
Robin Clements (renutt): Approved for CALS CC Coordinator UG
4. Tue, 31 Mar 2015 12:52:41 GMT
Robin Clements (renutt): Approved for CALS CC Meeting UG
5. Mon, 20 Apr 2015 13:56:25 GMT
Gina Neugebauer (gmneugeb): Approved for CALS CC Chair UG
6. Mon, 20 Apr 2015 13:58:39 GMT
Robin Clements (renutt): Approved for CALS Final Review UG
7. Mon, 20 Apr 2015 21:34:58 GMT
Samuel Pardue (slpposc): Approved for CALS Dean UG
8. Tue, 21 Apr 2015 11:34:45 GMT
Gina Neugebauer (gmneugeb): Approved for OUCC Review
9. Wed, 22 Apr 2015 12:31:53 GMT
Catherine Freeman (cmfreem2): Approved for UCCC Coordinator
10. Wed, 22 Apr 2015 12:44:49 GMT
James Flowers (flowersj): Approved for flowersj
11. Wed, 29 Apr 2015 17:07:45 GMT
Gina Neugebauer (gmneugeb): Approved for UCCC Meeting
12. Wed, 29 Apr 2015 17:45:16 GMT
David Auerbach (auerbach): Approved for UCCC Chair
13. Wed, 29 Apr 2015 21:22:22 GMT
Barbara Kirby (kirby): Approved for OUCC Final Signature
14. Mon, 11 May 2015 13:32:52 GMT
Gina Neugebauer (gmneugeb): Approved for OUCC Final Review
15. Tue, 12 May 2015 15:19:00 GMT
John Harrington (jmharr19): Approved for PeopleSoft

History

1. May 12, 2015 by Frederick Parker (fbparker) (<http://catalog.ncsu.edu/>)

Date Submitted: Sun, 04 Oct 2015 15:35:40 GMT

Viewing: ARE 323 : Agribusiness Finance

Changes proposed by: fbparker

Course Prefix

ARE (Agricultural Economics)

Course Number

323

Course ID

032190

Cross-listed Course

No

Title

Agribusiness Finance

Abbreviated Title

Agribusiness Finance

College

College of Agriculture and Life Sciences

Academic Org Code

Agriculture and Resource Economics (11ARE)

CIP Discipline Specialty Number

01.0103

CIP Discipline Specialty Title

Agricultural Economics.

Term Offering

Fall, Spring and Summer

Year Offering

Offered Every Year

Effective Date

Fall 2015

Previously taught as Special Topics?

No

Course Delivery

Face-to-Face (On Campus)
Distance Education (DELTA)

Grading Method

Letter Grade Only

Credit Hours

3

Course Length

16

weeks**Contact Hours
(Per Week)****Component Type**

Lecture

Contact Hours

3.0

Course Attribute(s)**Course Is Repeatable for Credit**

No

Instructor Name

Frederick Parker, PhD

Instructor Title

Teaching Assistant 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	80	80	No	On Campus section offered in Fall

DELTA/Online Enrollment:

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

Delivery Format	Per Semester	Per Section	Multiple Sections?	Comments
LEC	35	35	Yes	DELTA sections anticipated in Summer and Spring

Course Prerequisites, Corequisites, and Restrictive Statement

Prerequisites: (ARE 201 or EC 201) and (ACC 200 or ACC 210 or equivalent Introductory Accounting Course)

Is the course required or an elective for a Curriculum?

Yes

Which Curricula are Affected?

SIS Program Code	Program Title	Required or Elective?
11AGBUSBS	Agribusiness Management	Required

Catalog Description

ARE 323 teaches the history of monetary systems, the development of business finance tools and banking, and 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. Two Finance courses are offered in the Agribusiness Management Major: ARE 321 - Agricultural Financial Management, which focuses on the history of

finance in agriculture and financial planning for farmers and similar independent agricultural enterprises; and ARE 323 - Agribusiness Finance, which focuses on finance for larger agribusinesses and for managers of agribusiness divisions in larger organizations.

Justification for each revision:

Edit corrects a minor typo in the prerequisites section only. The prerequisites are ARE or EC 201, and ACC 200 or ACC 210, but the original course action stated ARE 200 or ARE 210 rather than ACC 200 or ACC 210. The incorrect ARE has been changed to ACC in this edit.

Does this course have a fee?

No

Is this a GEP Course?

No

Consultation

Instructional Resources Statement

ARE 321 historically offered two on campus sections each academic year, and ARE 323 will replace one of these two sections, resulting in ARE 323 offered in Fall and ARE 321 offered in Spring each year. Thus, no additional sections or additional resources are required to add this course, as it will be taught under existing teaching appointments for the same total number of sections and students.

Course Objectives/Goals

At the conclusion of this course students are expected to be able to:

-
- Explain the specific functions of Finance, as differentiated from other disciplines
-
- Interpret financial statements including Income Statements, Balance Sheets, and Cash Flow
-
- Create basic financial statements for an agribusiness
-
- Identify inaccuracies and risks communicated in financial statements
-

Student Learning Outcomes

At the conclusion of this course students are expected to be able to:

-
- Explain the specific functions of Finance, as differentiated from other disciplines
-
- Interpret financial statements including Income Statements, Balance Sheets, and Cash Flow
-
- Create basic financial statements for an agribusiness
-
- Identify inaccuracies and risks communicated in financial statements
-

Student Evaluation Methods

Evaluation Method	Weighting/Points for Each	Details
Multiple exams	20% Each	Two exams will be given, weighted 20% each for a total of 40% of the course grade.
Major Paper	20%	Individual paper researching publicly available financial statements of an agribusiness selected by the student.

Other	10%	Group project to create financial statements for a fictional agribusiness enterprise assigned by the instructor.
Other	10%	Second group project to analyze and improve financial statements created for a fictional agribusiness enterprise under the first group project (detailed above). Groups are changed for the second project, and students are not assigned the same financial statements that they created in the first group project.
Major Paper	20%	Individual paper analyzing the complete financial statements resulting from the second group project (detailed above), and to review the performance of each individual's student's groups.

Topical Outline/Course Schedule

Topic	Time Devoted to Each Topic	Activity
Understanding Finance	2 weeks	Lectures focusing on what Finance is, how it is different from other business disciplines (notably Accounting), including history of finance, important financial systems, and careers in finance.
Money and Monetary Systems	2 weeks	Lectures focusing on the development of money, monetary systems, banking, interest rates, and government fiscal policies.
Business Financial Information	1 week	Lectures focusing on different business organization structures, and the different financial data, planning, and analysis related to each.
Learning Business Financial Statements	3 weeks	Lectures focusing on the most important financial statements for business enterprises - Income Statements, Balance Sheets, and Statements of Cash Flow, including working capital, cost of capital, short- and long-term financing, and analysis of common errors in financial statements.
Exams	1 week	Two exams on the material indicated above - Exam 1 focusing on the first four weeks of lecture material, and Exam 2 focusing on the latter four weeks of lecture material.
Project and Group Assignments	1 week	Detailed presentation of fictional agribusiness enterprise for use in two Group Projects, including core products, business structure, and future plans for expansion.
Group Work on Project 1	2 weeks	Work days for first group projects to create financial statements for fictional agribusiness enterprise assigned by instructor above.
Group Presentations on Project 1	1 week	Group presentations in class on results of group work, providing opportunity for all students to see results of each group's work, toward re-assignments to new groups for the second project where groups analyze and improve financial statements from Project 1 toward creating the "best" financial statements possible.
Final Group Projects and Individual Papers	1 week	Final week of classes for groups and individual students to complete projects and individual papers resulting from Project 2 above.

Syllabus

ARE 323 - CIM Syllabus.pdf

Additional Documentation**Additional Comments**

ARE 323 is anticipated to be offered in Fall 2015 and in every Fall semester thereafter. No DE sections are planned at this time, but may be developed in Spring 2016 or thereafter.

Course Reviewer Comments

Key: 7192

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

ARE 323

AGRIBUSINESS FINANCE

Instructor:	Frederick Parker, PhD, MBA Nelson Hall 3338 919-515-0338 (Office); 919-576-7021 (Cell) E-mail: fbparker@ncsu.edu
Office Hours:	By appointment - just call or text ahead
Lecture:	MW, 1:30 – 2:45 Riddick 450
Useful Textbook: (not required)	Introduction to Finance (15 th edition) by Melicher and Norton

Course Description

Agribusiness Finance is intended to introduce students to the challenges of understanding the specialized language and communication of business finance – and the severe risks involved if you cannot understand the language and communications. It is not an exaggeration to say that only two business disciplines lead to failure – Finance, and Marketing, which are closely tied. Even a lousy product that is well marketed can succeed, and even the very best product will fail if poorly marketed. Similarly, even the best manufacturing, sales, management, and every other aspect of any business will fail if the paychecks bounce for laborers, salespeople, and managers. In fact, if you have flown in the US then you have almost certainly flown on a bankrupt airline ... but they continue to operate because of Finance ... yet companies with huge sales and award winning products fail due to cash flows. Recognizing that many ARE students do not plan on positions of financial responsibility such as Managers and Directors, ARE 321 has not focused on the level of financial detail needed to perform as Managers and Directors, so this section is being redesigned for student understanding of details, notably how to read and utilize financial statements as used in agribusinesses around the world.

Learning Objectives

At the conclusion of this course students are expected to be able to:

- Explain the specific functions of Finance, as differentiated from other disciplines
- Interpret financial statements including Income Statements, Balance Sheets, and Cash Flow
- Create basic financial statements for an agribusiness
- Identify inaccuracies and risks communicated in financial statements

MY OBJECTIVE

This course involves a significant amount of detail, and will also include two exams, two individual assignments, and two team assignments during the semester. This is a proven method to encourage students to think about the material rather than merely memorizing it.

Few people enjoy heavy numerical detail, though, so grading is based primarily on how well you demonstrate to me that you have thought about and understand the material, rather than necessarily on your level of accuracy in arithmetic. Financiers are often “directionally correct” only, so I will be primarily grading if you understand Finance during the course, not necessarily your math.

ARE 323 – Agribusiness Finance

Exams

The format for exams may include multiple choice and true/false questions, but will primarily be short answer and potentially essay questions analyzing financial statements and information. Most exam questions will be taken from lecture discussions, homework, and assignments. Make-up exams will be given only for excused absences in exceptional situations. Please note that each exam covers separate material, and that the course material is cumulative. However, there is not a “Final Exam” in this course.

Assignments

There will be two individual assignments and two group assignments during the course. The individual assignments are intended to gauge your individual comprehension of the material, and the group assignments are intended to demonstrate practical comprehension of the material.

The first individual assignment will be for the student to select a company of interest to them – for which financial reports are available on-line – that the student will analyze and submit a report on based on the knowledge of finance that they have learned in class to date. The second individual assignment will be each student’s individual interpretation of the result of team projects in the course, and will be the final responsibility in this course.

The two team assignments will be designing detailed financial statements on a fictional company, product, or agribusiness venture. Students will be divided into teams based on exam scores, and each team will develop unique financial statements to project expectations for future financial needs and performance of the fictional agribusiness project. The first group assignment will be presentations by each team to the class of their concepts and results, and then the second assignment will be “clustering” teams to pick and choose from the various ideas presented by teams to develop the best financial statements possible. In other words, the second project permits – and encourages – taking the best ideas of others to synthesize them into the best end deliverable possible, presented in written form via email.

COMPETITION

OK, we’ve all heard about the competitiveness of the “real world”, but how can we incorporate real world competition in the classroom? “Nothing succeeds like success”, and generally, the best performers last year get the best assignments next year, and the lagging performers do not. So each student will be assigned to a group for their Group Assignments based upon their exam and individual assignment grades. For example, the five highest average grades will be assigned to the same group; the lowest five will be assigned to the same group; and so on for all the grades in between. Thus, everyone should be assigned to groups with similar students, significantly reducing opportunities for free riding and other collective action concerns.

Late Assignments

Taking exams late will not be permitted, and missed exams will be handled on a case-by-case basis. If absolutely necessary, assignments and presentations will be assessed a 5%

penalty for each day late, including weekends, so do your best to avoid missing any assigned dates.

Attendance

The material in this course is not particularly easy, so I want to minimize distractions for students making a genuine effort to understand and succeed. As such, attendance will not be taken, and no one will be penalized solely for lack of attendance, so if you will not be making a serious effort during class for any reason (legitimate or lazy) please do not feel required to attend. That said, it will be very difficult (if not impossible) to perform well in this course without attending lectures, so make responsible decisions in this regard.

ARE 323 – Agribusiness Finance

*** ALL DATES BELOW ARE SUBJECT TO CHANGE ***

<u>Week</u>	<u>Dates</u>	<u>Topic</u>
1	Aug 20	Course Introduction
2	Aug 25	What is Finance? Why is it Important? Careers in Finance
	Aug 27	Six Principles of Finance, Discussion
3	Sept 1 Sept 3	NCSU Holiday – No Class Session Financial Systems & Financial Markets
4	Sept 8 Sept 10	Money & the Monetary System; Banks, Federal Reserve Financial Policy and Money Supply, International Trade
5	Sept 15 Sept 17	Savings & Interest Rates, Time Value of Money Bonds, Stocks, Securities Markets; Risk
6	Sept 22 Sept 24	EXAM 1 Review Exam 1 (or alternate Exam 1 date if necessary)
7	Sept 29 Oct 1	Financial Statements Business Organization & Financial Data
8	Oct 6 Oct 8	Financial Analysis & Planning (“reverse engineering”) Working Capital, Short-Term Financing, Long-Term
		Capital
9	Oct 13 Oct 15	Cash Flow, Cost of Capital Detailed Financial Statements
10	Oct 20 Oct 22	“Bad” Financial Statements EXAM 2
11	Oct 27 Oct 29	Review Exam 2 (or alternate Exam 2 date if necessary) Presentation of Project (by ARE 412 students)
12	Nov 3 Nov 5	Assign Teams for Projects Work Day – No Class Session

13	Nov 10	Work Day – Team Class Time with Instructor (by request)
	Nov 12	Work Day – Team Class Time with Instructor (by request)
14	Nov 17 Nov 19	Team Presentations Team Presentations; Clusters (selected by students)
15	Nov 24 Nov 26	Work Day for Clusters – No Class Session Thanksgiving Holiday – No Class Session
16	Dec 1	Work Day – Cluster Class Time with Instructor (by request)
	Dec 3	Cluster Assignment Due; Final Individual Assignment
Due		Course Wrap-Up

ARE 323 – Agribusiness Finance

Grading

Exam 1	20%
Exam 2	20%
Individual Assignment 1	20%
Team Assignment	10%
Cluster Assignment	10%
Individual Assignment 2	<u>20%</u>
Total	100% *

* There may also be occasional opportunities for extra credit

≥ 97	A+	90 >	B+	≥ 87	80 >	C+	≥ 77	70 >
D+	≥ 67							
97 >	A ≥ 93	87 >	B ≥ 83	77 >	C ≥ 73	67 >		
D ≥ 63								
93 >	A- ≥ 90	83 >	B- ≥ 80	73 >	C- ≥ 70	63 >		
D- ≥ 60	< 60	F						

Course Evals

Individual course grades will be available immediately after the close of the Course Eval period. Course Evals will be available via email starting November 20 and ending December 8, and grades should be posted to Moodle on December 9.

Accessibility

Student with disabilities, including learning disabilities, who wish to request accommodations in class must register with Disability Services for Students early in the semester at:

Misconduct

I expect adherence to the NC State Honor Pledge:

“I have neither given nor received unauthorized aid on this test or assignment.”

However, misconduct goes further (as quoted from the Texas A&M Student Handbook):

- a. **“Cheating:** deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.”
- b. **“ Academic misconduct:** tampering with grades or taking part in obtaining or distributing any part of a scheduled test.”
- c. **“Fabrication:** use of invented information or falsified research.”
- d. **“Plagiarism:** unacknowledged quotation and/or paraphrase of someone else’s words, ideas, or data as one’s own in work submitted for credit.”
- e. **“Nonacademic misconduct:** The university respects the rights of instructors to teach and students to learn. Campus behavior that interferes with the instructor’s ability to conduct the class or the ability of other students to learn will not be tolerated.”
- f. **“Sexual misconduct:** Sexual harassment of students or employees is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.”

Please also familiarize yourself with the University’s Code of Student Conduct:
http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php

ANT 385: Island Archaeology

Course Inventory Change Request

In Workflow

1. 16SOC UG Director of Curriculum (dtcase@ncsu.edu)
2. 16SOC UnderGrad Head (wrs@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. CUE Coordinator (gmneugeb@ncsu.edu)
13. CUE Meeting (gmneugeb@ncsu.edu)
14. CUE Chair (cmashwel@ncsu.edu)
15. OUCC Final Signature (barbara_kirby@ncsu.edu)
16. OUCC Final Review (gmneugeb@ncsu.edu)
17. PeopleSoft (lamarcus@ncsu.edu; blpearso@ncsu.edu; Charles_Cliff@ncsu.edu; Idmihalo@ncsu.edu; jmharr19@ncsu.edu; Tracey_Ennis@ncsu.edu)

Approval Path

1. Fri, 20 Mar 2015 16:43:12 GMT
Daniel Case (dtcase): Approved for 16SOC UG Director of Curriculum
2. Thu, 10 Sep 2015 18:44:30 GMT
William Smith (wrs): Approved for 16SOC UnderGrad Head
3. Thu, 10 Sep 2015 20:33:59 GMT
Jeffrey Despain (despain): Approved for CHASS CC Coordinator UG
4. Mon, 05 Oct 2015 19:08:20 GMT
Jeffrey Despain (despain): Approved for CHASS CC Meeting UG
5. Mon, 05 Oct 2015 19:55:04 GMT
David Austin (n51ls801): Approved for CHASS CC Chair UG
6. Mon, 05 Oct 2015 20:11:27 GMT
Hope Ziglar (hziglar): Approved for CHASS Final Review UG
7. Mon, 05 Oct 2015 20:14:27 GMT
Deanna Dannels (dpdannel): Approved for CHASS Dean UG

Course Drop Proposal

Date Submitted: Tue, 17 Mar 2015 18:56:32 GMT

Viewing: ANT 385 : Island Archaeology

Changes proposed by: twallace

Course Prefix

ANT (Anthropology)

Course Number

385

Cross-listed Course

No

Title

Island Archaeology

Abbreviated Title

Island Archaeology

College

College of Humanities and Social Sciences

Academic Org Code

Sociology (16SOC)

CIP Discipline Specialty Number

45.0201

CIP Discipline Specialty Title

Anthropology.

Term Offering

Year Offering

Effective Date

Spring 2015

Previously taught as Special Topics?

No

Course Delivery

Grading Method

Graded with S/U option

Credit Hours

3

Course Length

weeks

**Contact Hours
(Per Week)**

Component Type

Lecture

Contact Hours

3.0

Course Attribute(s)

Course Is Repeatable for Credit

No

Instructor Name

Instructor Title

Course Prerequisites, Corequisites, and Restrictive Statement

Prerequisite: ANT 253

Is the course required or an elective for a Curriculum?

No

Catalog Description

Exploration of the archaeology of islands. Analysis of the conditions and phenomena surrounding human adaptation to and impact on island environments. Geographic areas include Oceania, Caribbean, Mediterranean, Japan, and the Americas.

Justification for each revision:

Does this course have a fee?

No

Is this a GEP Course?

Yes

GEP Categories

Social Sciences

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

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

The professor who taught this course is no longer on the faculty and there are no other faculty with that expertise to teach it.

Course Reviewer Comments

Key: 166

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

AEE 491: Seminar in Agricultural Education

Course Inventory Change Request

In Workflow

1. 11AEE UnderGrad Head (jim_flowers@ncsu.edu)
2. CALS CC Coordinator UG (renutt@ncsu.edu)
3. CALS CC Meeting UG (renutt@ncsu.edu)
4. CALS CC Chair UG (msashwel@ncsu.edu)
5. CALS Final Review UG (renutt@ncsu.edu)
6. CALS Dean UG (sam_pardue@ncsu.edu)
7. OUCC Review (gmneugeb@ncsu.edu)
8. UCCC Coordinator (gmneugeb@ncsu.edu)
9. UCCC Meeting (gmneugeb@ncsu.edu)
10. UCCC Chair (despain@ncsu.edu)
11. OUCC Final Signature (barbara_kirby@ncsu.edu)
12. OUCC Final Review (gmneugeb@ncsu.edu)
13. 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, 13 Oct 2015 14:46:07 GMT
James Flowers (flowersj): Approved for 11AEE UnderGrad Head
2. Tue, 13 Oct 2015 17:13:23 GMT
Robin Clements (renutt): Approved for CALS CC Coordinator UG
3. Tue, 13 Oct 2015 19:25:37 GMT
Robin Clements (renutt): Approved for CALS CC Meeting UG
4. Tue, 13 Oct 2015 20:04:45 GMT
Melissa Merrill (msashwel): Approved for CALS CC Chair UG
5. Tue, 13 Oct 2015 20:06:12 GMT
Robin Clements (renutt): Approved for CALS Final Review UG
6. Tue, 13 Oct 2015 20:25:52 GMT
Samuel Pardue (slpposc): Approved for CALS Dean UG

New Course Proposal

Date Submitted: Tue, 13 Oct 2015 13:35:16 GMT

Viewing: AEE 491 : Seminar in Agricultural Education

Changes proposed by: tdpark

Course Prefix

AEE (Agricultural and Extension Education)

Course Number

491

Dual-Level Course

No

Cross-listed Course

No

Title

Seminar in Agricultural Education

Abbreviated Title

Seminar in Agri Education

College

College of Agriculture and Life Sciences

Academic Org Code

Agricultural & Extension Education (11AEE)

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

Letter Grade Only

Credit Hours

1

Course Length

16

weeks**Contact Hours
(Per Week)****Component Type**

Seminar

Contact Hours

1

Course Attribute(s)**Course Is Repeatable for Credit**

No

Instructor Name

Travis Park

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
Seminar	35	35	No	Seminar intended to accompany student teaching.

Course Prerequisites, Corequisites, and Restrictive Statement

Corequisites: AEE 427, AEE 424

Is the course required or an elective for a Curriculum?

Yes

Which Curricula are Affected?

SIS Program Code	Program Title	Required or Elective?
11AGEDBS	Agricultural Education-BS	Required

Catalog Description

This course helps students analyze the opportunities and challenges facing teachers of agriculture as they prepare for their careers. Topics include balancing work and professional life as a teacher, portfolio assessments of teachers and programs, classroom management, teacher liability, and preparation for the job search in agricultural education.

Justification for new course:

Student teachers return to campus throughout their student teaching semester. This course will provide concrete, graded assignments for students to complete to aid their reflection both in and on their teaching practice. The course will also help prepare them professionally for their future career in teaching agriculture. Students will learn concepts that does not fit into other courses, because of applied, dynamic nature of these concepts.

Does this course have a fee?

No

Is this a GEP Course?

No

Consultation**Instructional Resources Statement**

Dr. Travis Park will be teaching this course in lieu of AEE 490, which is currently in his teaching load. No new resources will be required to teach this new course.

Course Objectives/Goals

Course Objectives. This course will prepare students to be...

- 1.
2. Current about issues in agricultural education.
- 3.
4. Competent beginning teachers of agriculture.
- 5.
6. Balanced in their personal and professional lives.
- 7.
8. Collaborative with their fellow teachers.
- 9.
10. Professional and ready for gainful employment in agricultural education.

11.

Student Learning Outcomes

Student Learning Outcomes. Students will be able to...

- 1.
2. Identify current challenges and opportunities associated with agricultural education.
- 3.
4. Prepare a professional portfolio that documents preparation for, delivery of, and assessment of student learning in agriculture.
- 5.
6. Design a plan for balancing personal and professional obligations as an agriculture teacher.
- 7.
8. Collaborate as a community of practice with other agriculture teachers.
- 9.
10. Prepare a resume, cover letter, and interview for a career in agricultural education.
- 11.

Student Evaluation Methods

Evaluation Method	Weighting/Points for Each	Details
Attendance	25	Students will attend all course meetings
Written Assignment	50	Students will revise their edTPA and prepare a promising teaching practices paper, a resume and cover letter, and a professional development plan
Discussion	25	Students will participate in classroom discussion, both in person, respond to online prompts, participate in student teaching questionnaires, and share promising practices with peers.

Topical Outline/Course Schedule

Topic	Time Devoted to Each Topic	Activity
Time Management	1 hour	Guest speaker, time management plan
Teacher Liability and Legal Issues	1 hour	Guest speaker
Balancing Personal and Professional Life	2 hours	Discussion, professional development plan
Teaching Resources	2 hours	Guest speakers, active learning with resources
Reflective Practice	4 hours	Focus groups, discussions
Promising Practices for Teaching Agriculture	4 hours	Peer presentations
Resumes, Cover Letters, Job Interview	2 hours	

Syllabus

AEE 491 seminar.docx

Additional Documentation

Additional Comments

Course Reviewer Comments

flowersj (Wed, 07 Oct 2015 13:58:55 GMT): Rollback: Revision

renutt (Mon, 12 Oct 2015 13:39:51 GMT): Rollback: Small typo on catalog description: use "life instead of live; in syllabus, 25% of grade is related to participation in class discussions - please state how this will be graded and upload revised syllabus, then submit again; action was approved pending these two small changes.

Key: 7956

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

AEE 491 SEMINAR IN AGRICULTURAL EDUCATION

Instructor. Dr. Travis Park, Associate Professor
Department of Agricultural and Extension Education
216 Ricks Hall, Box 7607, NCSU, Raleigh, NC 27695-7607
Office Phone: (919) 515-9441 e-mail: tdpark@ncsu.edu

Office Hours. 10:00 AM - 12:00 PM, Monday, Wednesday, Friday

NOTE. Except when student teacher visits are scheduled. Check student teacher visit calendar for dates for student teacher visits.

Description. This course helps students analyze the opportunities and challenges facing teachers of agriculture as they prepare for their careers. Topics include balancing work and professional life as a teacher, portfolio assessments of teachers and programs, classroom management, teacher liability, and preparation for the job search in agricultural education.

Course Objectives. This course will prepare students to be...

1. Current about issues in agricultural education.
2. Competent beginning teachers of agriculture.
3. Balanced in their personal and professional lives.
4. Collaborative with their fellow teachers.
5. Professional and ready for gainful employment in agricultural education.

Student Learning Outcomes. Students will be able to...

1. Identify current challenges and opportunities associated with agricultural education.
2. Prepare a professional portfolio that documents preparation for, delivery of, and assessment of student learning in agriculture.
3. Design a plan for balancing personal and professional obligations as an agriculture teacher.
4. Collaborate as a community of practice with other agriculture teachers.
5. Prepare a resume, cover letter, and interview for a career in agricultural education.

Class meeting dates and times.

Arranged

9:00 AM until 3:00 PM

(also includes time for AEE 424, AEE 427, and other student teaching-related instruction)

January 14-15, March 10-11, April 20-21, 2016

Class meeting location.

Ricks Hall, Room 118

NOTE. These times allow for AEE 491 content, as well as content for AEE 424 and 427.

Required Text. There is no required text for this course.

Grading Procedures. The following grading scale will be used in this course:

$97 \leq A+ \leq 100$	$87 \leq B+ \leq 90$	$77 \leq C+ \leq 80$	$67 \leq D+ \leq 70$	$0 \leq F \leq 60$
$93 \leq A \leq 97$	$83 \leq B \leq 87$	$73 \leq C \leq 77$	$63 \leq D \leq 67$	
$90 \leq A- \leq 93$	$80 \leq B- \leq 83$	$70 \leq C- \leq 73$	$60 \leq D- \leq 63$	

Assignments. Evaluation of student learning will be determined with these assignments:

Attendance.....	25%
Each absence results in 5% reduction in course grade.	
Written Assignments	50%
1. edTPA revisions	10%
2. Promising practices paper	20%
3. Professional development plan.....	10%
4. Resume and cover letter	10%
Participation in class discussions.....	25%
1. In-class reflections on student teaching.....	5%
2. Responses to discussion prompts prior to seminar.....	5%
3. In-class promising practices presentation	5%
4. Completing student teaching questionnaires (2)	10%

NOTE. Written assignments turned in after 5:00 p.m. on the due date will result in a 10% deduction for the assignment.

Topic Outline.

January seminar

Thursday	Time management	1 hour
	Teacher liability and legal issues	1 hour
Friday	Balancing personal and professional life	2 hours
	Teaching resources	2 hours

March seminar

Thursday	Reflective practice	4 hours
	Resumes, cover letters, job interviews	2 hours
Friday	Teaching resources	2 hours

April seminar

Thursday	Promising practices for teaching agriculture	2 hours
Friday	Promising practices for teaching agriculture	2 hours

Course Management Plan

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

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

Plagiarism. Plagiarism is considered cheating. If you use work of others in your lesson planning or in any other work etc. it must be cited and referenced. If a student plagiarizes they will receive a “0” and may be sent to the Office of Student Conduct.

Honor Pledge. Your signature (ink or electronic) on each quiz, exam, and assignment (or submission of these online) indicates the following: *I have neither given nor received unauthorized aid on this test or assignment.*


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 student’s responsibility. For further information, see <http://policies.ncsu.edu/regulation/reg-02-50-03>.

Accommodations for Disabilities. Reasonable accommodations will be made for students with verifiable disabilities. To take advantage of available accommodations, student must register with the Disability Services Office (<http://www.ncsu.edu/dso>) located at 1900 Student Health Center, Campus Box 7509, 515-7653. For information on NCSU policy on working with students with disabilities, see 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.

Classroom Evaluations. Online class evaluations will be available for students to complete during the last 2 weeks of class. Students will receive an email message directing them to a website where they can login using their Unity ID and complete evaluations. All evaluations are confidential

NC STATE UNIVERSITY

TO: Office of the Dean for Academic and Student Affairs
FROM: Jane Lubischer, Assistant Department Head, Department of Biological Sciences 
RE: Minor Action for adding MB 435 to several electives lists in our undergraduate curricula
DATE: 25 September 2015


Proposed effective date: 1 November 2015

Proposed changes and justification

This minor action proposes to add MB 435 Bacterial Pathogenesis to the following electives lists:

- HB Electives (17BIOSCHB)
- MCD Electives (17BIOSCMCD)
- Zoology Electives (17ZOOBS)

SIGNATURES (AS REQUIRED):

 9/28/15

Head, Department/Program Date

 10/6/15

Chair, College Curriculum Committee Date

 10/7/2015

College Dean Date

Chair, University Courses & Curricula Committee Date

Dean, Academic and Student Affairs Date

PROPOSED EFFECTIVE DATE: 1 November 2015

APPROVED EFFECTIVE DATE: _____

Biological Sciences (BS): Human Biology (17BIOSCBS-17BIOSCHB)

Semester Display Effective Date: 7.2014

FRESHMAN YEAR

Fall Semester	Credit	Spring Semester	Credit
LSC 101 Critical Creative Thinking Life Sci*	2	BIO 183 Intro Bio: Cellular & Molecular	4
BIO 181 Intro Bio: Ecol, Evol, Biodiversity	4	CH 221 Organic Chemistry I	3
CH 101 Chemistry-A Molecular Science	3	CH 222 Organic Chemistry I Lab	1
CH 102 General Chemistry Lab	1	ENG 101 Academic Writing & Research*	4
MA 131 ¹ Calculus Life & Mgmt Sci. A	3	MA 231 ¹ Calculus Life & Mgmt Sci. B	3
LSC 103 Exploring Opportunities Life Sci	1		
GEP Health and Exercise Studies Req*	1		
	15		15

SOPHOMORE YEAR

Fall Semester	Credit	Spring Semester	Credit
BIO 212 OR 250 Intro Anat & Physiology	4	PY 211 ² College Physics I	4
CH 223 Organic Chemistry II	3	CH 201 Chemistry-A Quantitative Sci.	3
CH 224 Organic Chemistry II Lab	1	CH 202 Quantitative Chemistry Lab	1
GN 311 Principles of Genetics	4	Advanced Writing Requirement ³	3
ST 311 Intro to Statistics	3	HB Elective ⁴	3
	15	GEP Humanities Requirement*	3
			17

JUNIOR YEAR

Fall Semester	Credit	Spring Semester	Credit
BCH 351 OR 451 Biochemistry	4	BIO 421 Adv Human Anat & Physiol	3
PY 212 ² College Physics II	4	GEP Social Sciences Requirement*	3
MB 351 General Microbiology	3	Sci & Math Elective ⁶	3
MB 352 OR 354 Microbiology Lab	1	Free Elective ⁵	3
GEP Interdisciplinary Perspectives Req*	3	Free Elective ⁵	2
	15	GEP Health & Exercise Studies Req*	1
			15

SENIOR YEAR

Fall Semester	Credit	Spring Semester	Credit
HB Elective ⁴	3	HB Elective ⁴	3
HB Elective ⁴	3	GEP Humanities Requirement*	3
GEP Social Sciences Requirement*	3	Science and Math Elective ⁶	3
GEP Additional Breadth Requirement*	3	Free Elective ⁵	3
Science and Math Elective ⁶	3	Free Elective ⁵	3
	15		15

HB Footnotes:

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

LSC 101 Critical and Creative Thinking in the Life Sciences
 BIO 181 Introductory Biology: Ecology, Evolution, and Biodiversity
 BIO 183 Introductory Biology: Cellular and Molecular Biology
 GN 311 Principles of Genetics
 MB 351 General Microbiology
 MB 352 or 354 Microbiology Lab
 BCH 351 or 451 Biochemistry

Physiology Requirement – BIO 212 or BIO 250

BIO 421 Advanced Human Anatomy & Physiology
 MA 131 Calculus for Life and Management Sciences A
 MA 231 Calculus for Life and Management Sciences B
 CH 101/102 Chemistry – A Molecular Science & Lab
 CH 221/222 Organic Chemistry I & Lab
 CH 223/224 Organic Chemistry II & Lab
 CH 201/202 Chemistry - A Quantitative Science & Lab
 PY 211 College Physics I
 PY 212 College Physics II
 ST 311 Introduction to Statistics

Human Biology Electives⁴
 Advanced Writing Requirement³
 ENG 101 Academic Writing & Research

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

¹ *Mathematics Alternatives*

MA 141 and MA 241 can be substituted for MA 131 and MA 231.

² *Physics Alternatives*

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

³ *Advanced Writing Requirement (take one course)*

Cannot be double-counted for a GEP requirement.

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

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

ENG 389 Intermediate Poetry Writing Workshop (a "B" or better in ENG 289 required)

ENG 416 Advanced News and Article Writing (ENG 215 required)

ENG 417 Editorial and Opinion Writing (ENG 214 and 215 required)

ENG 422 Writing Theory and the Writing Process

ENG 425 Analysis of Scientific and Technical Writing (ENG 314, 331, 332 or 333 required)

ENG 426 Analyzing Style

⁴ *HB Electives (take 12 credit hours)*

Select courses from the following list. Students can use up to 3 hours of BIO 269, BIO 492, BIO 493, or BIO 499 toward this requirement.

ANS 452 Advanced Reproductive Physiology and Biotechnology

ANT 251 Physical Anthropology

ANT 421 Human Osteology

ANT 424 Bioarchaeology

ANT 371 Human Variation

ANT 374 Disease and Society

ANT/WGS 444 Cross-Cultural Perspectives on Women

ANT 450/550 Culture, Ecology, and Sustainable Living

BCH 452 Introductory Biochemistry Laboratory

BCH 453 Biochemistry of Gene Expression

BCH 454 Advanced Biochemistry Laboratory

BCH 455 Proteins and Molecular Mechanisms

BIO 267 Research in the Life Sciences I: Research Skills

BIO/PEH 300 Emergency Medical Technician Basic

BIO/PB 360 Ecology

BIO 315 General Parasitology

BIO 350 Animal Phylogeny and Diversity

BIO 361 Developmental Biology

BIO 370 Developmental Anatomy of the Vertebrates

BIO 375 Developmental Animal Laboratory

BIO 405 Functional Histology

BIO/PB 414 Cell Biology

BIO 442 Biological Clocks

BIO 424 Endocrinology

BIO 426 Advanced Human Anatomy and Physiology Lab

BIO 434 Hormones and Behavior

BIO 440 The Human Animal: An Evolutionary Perspective

BIO 444 Biology of Love and Sex

BIO 456 Epigenetics, Development, and Disease

BIO 482 Capstone Course in Molecular, Cellular, and Developmental Biology

BIO 483 Capstone Course in Integrative Physiology and Neurobiology

BIO 484 Capstone Course in Human Biology

BIO 488/588 Neurobiology

CLA 115 Medical Terminology

EC 437 Health Economics

ENT 207 Insects and Human Disease

GN 301 Genetics in Human Affairs

GN 421 Molecular Genetics

GN 434 Genes and Development

GN 441/541 Human and Biomedical Genetics

GN 451 Genome Science

GPH 201 Fundamentals of Global Public Health

MB 405/505 Food Microbiology

MB 406/506 Food Microbiology Lab

MB 411 Medical Microbiology

MB 412 Medical Microbiology Lab

MB 441 Molecular Immunology

MT 432 Biotextiles Evaluation

MT/PCC 471 The Chemistry of Synthetic and Natural Bipolymers

NTR/ANS/FS 301 Introduction to Human Nutrition

NTR 330 Public Health Nutrition

NTR 410 Maternal and Infant Nutrition
NTR/ANS 419 Human Nutrition in Health and Disease
NTR 421 Life Cycle Nutrition
PB 215 Medicinal Plants
PHI 221 Contemporary Moral Issues
PHI/STS 325 Bio-Medical Ethics
PSY 370 Personality
PSY 376 Developmental of Psychology
PSY/WGS 406 Psychology of Gender
PSY 430 Biological Psychology
PSY 431 Health Psychology
PSY 470 Abnormal Psychology
PSY 475 Child Psychology
PSY/EDP 476 Psychology of Adolescent Development
SOC 301 Human Behavior
SOC 381 Sociology of Medicine
TOX 201 Poisons, People and the Environment
TOX 401 Principles of Toxicology
TOX 415 Environmental Toxicology and Chemistry
ZO 503 General Physiology I
ZO 504 General Physiology II
ZO 508 Brain, Sex, and Gender

⁵*Free Electives (take 11 credit hours)*

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

⁶*Additional Science and Math Electives (take 9 credit hours)*

Courses may be selected from the Sci & Math Electives list. Students also can use up to 3 hours of BIO 269 or BIO 492 or BIO 493 or BIO 498/499 (both must be completed) toward this requirement.

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

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

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

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

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

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

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

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

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

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

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

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

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

Additional Breadth - (3 credit hours)

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

Interdisciplinary Perspectives (5 credit hours)

In HB, 2 credit hours of this GEP requirement is met through Major course requirements. For the remaining 3 credit hours, choose from the University approved GEP Interdisciplinary Perspectives course list. Some courses on this list will also meet the U.S. Diversity or Global Knowledge co-requisites.

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

U.S. Diversity (USD)

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

Global Knowledge (GK)

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

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

Biological Sciences (BS): Molecular, Cellular, & Developmental Biology (17BIOSCBS-17BIOSCMCD)

Semester Display Effective Date: 7.2014

FRESHMAN YEAR			
Fall Semester	Credit	Spring Semester	Credit
LSC 101 Critical Creative Thinking Life Sci*	2	BIO 183 Intro Bio: Cellular & Molecular	4
BIO 181 Intro Bio: Ecol, Evol, Biodiversity	4	CH 221 Organic Chemistry I	3
CH 101 Chemistry-A Molecular Science	3	CH 222 Organic Chemistry I Lab	1
CH 102 General Chemistry Lab	1	ENG 101 Academic Writing & Research*	4
MA 131 ¹ Calc. Life & Mgmt Sci. A	3	MA 231 ¹ Calculus Life & Mgmt Sci. B	3
LSC 103 Exploring Opportunities Life Sci	1		
GEP Health & Exercise Studies Req*	1		15
	15		
SOPHOMORE YEAR			
Fall Semester	Credit	Spring Semester	Credit
BIO 250 Animal Anatomy & Physio ²	4	GN 311 Principles of Genetics	4
CH 223 Organic Chemistry II	3	GN 312 Elementary Genetics Lab	1
CH 224 Organic Chemistry II Lab	1	CH 201 Chemistry-A Quantitative Sci.	3
Free Elective ³	3	CH 202 Quantitative Chemistry Lab	1
GEP Social Sciences Requirement*	3	GEP Interdisciplinary Perspectives Req*	3
GEP Health & Exercise Studies Req*	1	Learning Experience Elective ⁶	3
	15		15
JUNIOR YEAR			
Fall Semester	Credit	Spring Semester	Credit
PY 211 ⁴ College Physics I	4	PY 212 ⁴ College Physics II	4
BIO 361 Developmental Biology OR GN 434	3	BIO/PB 414 Cell Biology	3
BCH 351 OR 451 Biochemistry	4	BIT 410 Manip of Recombinant DNA	4
Advanced Writing Requirement ⁵	3	Free Elective ⁷	
GEP Humanities Requirement*	3	GEP Humanities Requirement*	3
	17		3
			17
SENIOR YEAR			
Fall Semester	Credit	Spring Semester	Credit
MCD Elective ⁸	3	MCD Elective ⁸	3
MCD Elective ⁸	3	Science and Math Elective ⁷	4
Science and Math Elective ⁷	4	GEP Social Sciences Req*	3
GEP Additional Breadth Req*	3	Free Elective ³	3

Free Elective ³	3				13
	16				

Minimum Credit Hours Required for Graduation: 123

MCD Footnotes:

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

- BIO 181 Introductory Biology: Ecology, Evolution, and Biodiversity
- BIO 183 Introductory Biology: Cellular and Molecular Biology
- BIO 361 Developmental Biology
- BIO/PB 414 Cell Biology
- BIT 410 Manipulation of Recombinant DNA
- BCH 351 or 451 Biochemistry
- GN 311 Principles of Genetics
- GN 312 Elementary Genetics Lab

Physiology Requirement²

- MA 131 Calculus for Life and Management Sciences A
- MA 231 Calculus for Life and Management Sciences B
- CH 101/102 Chemistry – A Molecular Science & Lab
- CH 221/222 Organic Chemistry I & Lab
- CH 223/224 Organic Chemistry II & Lab
- CH 201/202 Chemistry - A Quantitative Science & Lab
- PY 211 College Physics I
- PY 212 College Physics II
- MCD Electives⁸
- Advanced Writing Requirement⁵
- ENG 101 Academic Writing & Research

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

¹ *Mathematics Alternatives*

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

² *Physiology Alternative*

BIO 212 can be substituted for BIO 250.

³ *Free Electives (take 12 credit hours)*

These electives cannot be remedial nor can they be taken at an elementary level after you have taken comparable coursework at a more advanced level. ST 311 is recommended as a Free Elective. Students interested in graduate school or professional school should check the courses required for admission to the programs to which they plan to apply.

⁴ *Physics Alternatives*

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

⁵ *Advanced Writing Requirement (take one course)*

⁶ *Learning Experience Elective (take one course for 3 credit hours)*

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

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

⁷ *Additional Science & Math Electives (take 8 credit hours)*

Course may be selected from the Sci & Math Electives list. Students also can use up to 3 hours of BIO 269 or BIO 444 or BIO 456 or BIO 492 or BIO 493 or ALS 498/499 (must complete both) toward this requirement. Students interested in graduate school or professional school should check the courses required for admission to the programs to which they plan to apply.

⁸ **MCD Electives (take 9 credit hours)**

BCH 452 Introductory Biochemistry Laboratory
BCH 453 Biochemistry of Gene Expression
BCH 455 Proteins and Molecular Mechanisms
BIO 370 Developmental Anatomy of the Vertebrates
BIO 375 Developmental Anatomy Laboratory
BIO 405 Functional Histology
BIO 421 Advanced Human Anatomy and Physiology
BIO 426 Advanced Human Anatomy & Physiology Lab
BIO 482 Capstone Course in Molecular, Cellular, and Developmental Biology
BIT 462 Gene Expression Analysis: Microarrays
BIT 463 Fermentation of Recombinant Microorganisms
BIT 464 Protein Purification
BIT 465 Real-time PCR Techniques
BIT 466 Animal Cell Culture Techniques
BIT 467 PCR and DNA Fingerprinting
BIT 468 Genome Mapping
BIT 481 Plant Tissue Culture and Transformation
CHE 463 Fermentation of Recombinant Microorganisms
GN 427 Introductory Bioinformatics
GN 441/541 Human and Biomedical Genetics
MB 351 General Microbiology
MB 352 General Microbiology Laboratory
MB 411 Medical Microbiology
MB 412 Medical Microbiology Laboratory
MB 414 Microbial Metabolic Regulation
MB 420 Fundamentals of Microbial Cell Biotransformations
MB 441 Immunology
MB 455 Microbial Biotechnology
MB 461 Molecular Virology
PB 421 Plant Physiology
PB 480 Introduction to Plant Biotechnology
PB 481 Plant Tissue Culture and Transformation

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

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

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

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

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

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

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

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

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

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

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

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

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

Additional Breadth - (3 credit hours)

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

Interdisciplinary Perspectives (5 credit hours)

In MCD, 2 credit hours of this GEP requirement is met through Major course requirements. For the remaining 3 credit hours, choose from the University approved GEP Interdisciplinary Perspectives course list. Some courses on this list will also meet the U.S. Diversity or Global Knowledge co-requisites.

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

U.S. Diversity (USD)

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

Global Knowledge (GK)

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

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

Zoology (BS) (17ZOBS)

Semester Display Effective Date: 7.2014

FRESHMAN YEAR			
Fall Semester	Credit	Spring Semester	Credit
LSC 101 Critical Creative Thinking Life Sci* ¹	2	BIO 183 Intro Bio: Cellular & Molecular	4
BIO 181 Intro Bio: Ecol, Evol, Biodiversity	4	CH 221 Organic Chemistry I	3
CH 101 Chemistry-A Molecular Science	3	CH 222 Organic Chemistry I Lab	1
CH 102 General Chemistry Lab	1	ENG 101 Academic Writing & Research*	4
MA 131 ¹ Calculus Life & Mgmt Sci. A	3	MA 231 ¹ Calculus Life & Mgmt Sci. B	3
LSC 103 Exploring Opportunities Life Sci*	1		
GEP Health and Exercise Studies Req*	1		
	15		15
SOPHOMORE YEAR			
Fall Semester	Credit	Spring Semester	Credit
BIO 250 Animal Anatomy & Physiology	4	BIO/PB 360 Ecology	4
CH 223 Organic Chemistry II	3	GN 311 Principles of Genetics	4
CH 224 Organic Chemistry II Lab	1	CH 201 Chemistry-A Quantitative Sci.	3
ST 311 Introduction to Statistics OR ST 371 Intro to Probability & Distrib Theory	3	CH 202 Quantitative Chemistry Lab	1
GEP Humanities Req*. *	3	GEP Interdisc. Persp. Req*	3
GEP Health and Exercise Studies Req*	1		
	15		15
JUNIOR YEAR			
Fall Semester	Credit	Spring Semester	Credit
Animal Phylogeny Req*. ²	4	Advanced Writing Req*. ⁵	3
Free Elective ³	3	Zoology Elective⁶	3
PY 211 ⁴ College Physics I	4	PY 212 ⁴ College Physics II	4
GEP Social Sciences Req*. *	3	GEP Social Sciences Req*. *	3
	14	Free Elective ³	3
			16
SENIOR YEAR			
Fall Semester	Credit	Spring Semester	Credit
Zoology Elective⁶	3	Zoology Elective⁶	3
Zoology Elective⁶	3	Sci & Math Elective ⁷	3
Sci & Math Elective ⁷	3	Free Elective ³	3
Sci & Math Elective ⁷	3	GEP Additional Breadth Req*. *	3
GEP Humanities Requirement*	3	Free Elective ³	3
	15		15

SZO 097 Footnotes:

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

LSC 101 Critical Creative Thinking in the Life Sciences
 BIO 183 Introductory Biology: Cellular & Molecular Biology
 BIO 250 Animal Anatomy & Physiology
 BIO/PB 360 Ecology
 Animal Phylogeny Requirement 2
 Zoology Electives⁶
 GN 311 Principles of Genetics
 CH 101/102 Chemistry – A Molecular Science & Lab
 CH 221/222 Organic Chemistry I & Lab
 CH 223/224 Organic Chemistry II & LaB
 CH 201/202 Chemistry – A Quantitative Science & Lab
 ENG 101 Academic Writing & Research
 Advanced Writing Requirement 5
 MA 131 Calculus for Life and Management Sciences A
 MA 231 Calculus for Life and Management Sciences B
 PY 211 College Physics I
 PY 212 College Physics II
 ST 311 Intro to Statistics or ST 371 Intro to Probability & Distrib. Theory.

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

¹ *Mathematics Alternatives*

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

² *Animal Phylogeny Requirement (take one of the following options)*

BIO 350 Animal Phylogeny and Diversity
 (credit for BIO 350 and BIO 140 or ZO 150 or BIO 402/403 not allowed)
 BIO 402 –and- BIO 403 Invertebrate Zoology and Invertebrate Zoology Lab (credit for BIO 402/403 and BIO 140 or ZO 150 or BIO 350 not allowed)

³ *Free Electives (take 12 credit hours)*

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

⁴ *Physics Alternatives*

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

⁵ *Advanced Writing Requirement (take one course)*

Cannot be double-counted as a GEP requirement.

COM 211 Argumentation and Advocacy
 ENG 201 Writing Literary Analysis
 ENG 214 Introduction to Editing
 ENG 232 Literature and Medicine
 ENG 233 The Literature of Agriculture
 ENG 287 Explorations in Creative Writing
 ENG 288 Fiction Writing
 ENG 289 Poetry Writing
 ENG 292 Writing About Film
 ENG 316 Principles of News and Article Writing
 ENG 323 Writing in the Rhetorical Tradition
 ENG 331 Communication for Engineering and Technology (Junior standing)
 ENG 332 Communication for Business and Management (Junior standing)

ENG 333 Communication for Science and Research (Junior standing)
ENG 381 Creative Nonfiction Writing Workshop (ENG 215, 287, 288, or 289 required)
ENG 388 Intermediate Fiction Writing Workshop (a "B" or better in ENG 288 required)
ENG 389 Intermediate Poetry Writing Workshop (a "B" or better in ENG 289 required)
ENG 416 Advanced News and Article Writing (ENG 215 required)
ENG 417 Editorial and Opinion Writing (ENG 214 and 215 required)
ENG 422 Writing Theory and the Writing Process
ENG 425 Analysis of Scientific and Technical Writing (ENG 314, 331, 332 or 333 required)
ENG 426 Analyzing Style

⁶ **Zoology Electives (take 12 credit hours)**

Select from the following list. Students can use up to 3 hours of ZO 492, ZO 493, BIO 492, BIO 493, or BIO 499 toward Zoology Electives

BIO 315 General Parasitology
BIO 317 Primate Ecology & Evolution
BIO/PB 330 Evolutionary Biology
BIO/PB 330 Evolutionary Biology
BIO 333 Captive Animal Biology
BIO 361 Developmental Biology
BIO 370 Developmental Anatomy of the Vertebrates
BIO 375 Developmental Anatomy Laboratory
BIO 410 Intro to Animal Behavior
BIO 419 Limnology
BIO 422 Biological Clocks
AEC 441 Biology of Fishes
AEC 442 Biology of Fishes Lab.
BIO 444 The Biology of Love and Sex
BIO 460 Field Ecology and Methods
BIO 486 Capstone Course in Biology
BIO 561 Conservation Biology
ENT/FOR 402 Forest Entomology
ENT/BIO 425 General Entomology
ENT/ZO 509 Ecology of Stream Invertebrates
ENT/ZO 582 Medical and Veterinary Entomology
FW 444 or ZO 544 Mammalogy
MEA/BIO 220 Marine Biology
MEA/BIO 449 Biological Oceanography
PO/ZO/PHY 524 Comparative Endocrinology
AEC 501 Ornithology
ZO 512 Animal Symbiosis
ZO 513 Comparative Physiology
AEC 515 Fish Physiology
AEC 519 Limnology
ZO 522 Biological Clocks
ZO 542 Herpetology
ZO 555 Protozoology
ZO 581 Helminthology

⁷ **Additional Science and Math Electives (take 9 credit hours)**

Courses may be selected from the Sci & Math Electives list. Students interested in graduate school or professional school should check the courses required for admission to the programs to which they plan to apply. Students can use up to 3 hours of BIO 269, ZO 492, ZO 493, BIO 444, BIO 456, BIO 492, BIO 493, or BIO 498/499 (must complete both) toward this requirement.

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

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

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

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

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

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

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

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

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

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

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

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

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

Additional Breadth - (3 credit hours)

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

Interdisciplinary Perspectives (5 credit hours)

In Zoology, 2 credit hours of this GEP requirement is met through Major course requirements. For the remaining 3 credit hours, choose from the University approved GEP Interdisciplinary Perspectives course list. Some courses on this list will also meet the U.S. Diversity or Global Knowledge co-requisites.

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

U.S. Diversity (USD)

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

Global Knowledge (GK)

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

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

HESM 326: Current Trends in Dance

Course Inventory Change Request

In Workflow

1. 24HES UnderGrad Head (tommy_holden@ncsu.edu)
2. DASA CC Coordinator UG (kkharris@ncsu.edu)
3. DASA CC Meeting UG (kkharris@ncsu.edu)
4. ambelk2 (autumn_belk@ncsu.edu)
5. kkharris (kkharris@ncsu.edu)
6. DASA CC Chair UG (sean_cassidy@ncsu.edu)
7. DASA Final Review UG (kkharris@ncsu.edu)
8. DASA Dean UG (mike.mullen@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_Cliff@ncsu.edu; ldmihalo@ncsu.edu; jmharr19@ncsu.edu; Tracey_Ennis@ncsu.edu)

Approval Path

1. Tue, 28 Apr 2015 16:37:45 GMT
George Holden (gtholden): Approved for 24HES UnderGrad Head
2. Mon, 14 Sep 2015 16:12:56 GMT
Kasey Harris (kkharris): Approved for DASA CC Coordinator UG
3. Tue, 15 Sep 2015 16:46:34 GMT
Kasey Harris (kkharris): Approved for DASA CC Meeting UG
4. Thu, 24 Sep 2015 11:43:59 GMT
Autumn Belk (ambelk2): Approved for ambelk2
5. Thu, 24 Sep 2015 12:40:25 GMT
Kasey Harris (kkharris): Approved for kkharris
6. Wed, 30 Sep 2015 15:19:03 GMT
Sean Cassidy (smcassid): Approved for DASA CC Chair UG
7. Wed, 30 Sep 2015 15:24:14 GMT
Kasey Harris (kkharris): Approved for DASA Final Review UG
8. Wed, 30 Sep 2015 18:57:11 GMT
Michael Mullen (mdmullen): Approved for DASA Dean UG

New Course Proposal

Date Submitted: Tue, 28 Apr 2015 15:52:38 GMT

Viewing: HESM 326 : Current Trends in Dance

Changes proposed by: ambelk2

Course Prefix

HESM (Health and Exercise Studies Minor)

Course Number

326

Cross-listed Course

No

Title

Current Trends in Dance

Abbreviated Title

Current Trends in Dance

College

Division of Academic and Student Affairs

Academic Org Code

Health and Exercise Studies (24HES)

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**

Lecture

Contact Hours

3

Course Attribute(s)

GEP (Gen Ed)

Course Is Repeatable for Credit

No

Instructor Name

Autumn Mist Belk

Instructor Title

Teaching Assistant 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	25	25	No	none

Course Prerequisites, Corequisites, and Restrictive Statement

none

Is the course required or an elective for a Curriculum?

Yes

Which Curricula are Affected?

SIS Program Code	Program Title	Required or Elective?
24DANM	Dance Minor	Elective

Catalog Description

Critical and contextual examination of current trends in dance. While specific readings and video resources will vary by semester as the field of dance continues to change, major course topics will include at least three of the following: the role of dance supporters and presenters, media influences, non-concert and site-specific dance, current movement trends, political significance, and international concerns.

Justification for new course:

This course provides an opportunity for students to critically and contextually examine current trends in the field of dance.

Does this course have a fee?

No

Is this a GEP Course?

Yes

GEP Categories

Visual & Performing Arts

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.

Outcomes: 1. Trace the changing characteristics and values of dance as an art form.

2. Discuss how the government, corporations, and/or dance presenters are shaping dance as a performing art form.

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.*

1. Students will write a 10-12 page research paper discussing and evaluating a current trends in the field of dance from a list of topics provided by he instructor. Example: Possible topic: How reality tv shows such as "So You Think You Can Dance" have influenced historic dance values from technique combined with artistry, to mere technical "trickery."
2. Students will answer questions on written exams regarding how presenters are shaping dance as a performing art form. Example: Describe how the National Endowment for the Arts (NEA) has changed its funding for dance since the late 1980's and how this has impacted what we see on stage.

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.

Outcome: Compare the similarities and differences between current U.S. and international dance artists.

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.*

Students will compare current U.S. and international dance artists by answering questions on a written exam. Example: List and describe 2 similarities and 2 differences between the aesthetic of Shen Wei and Monica Bill Barnes.

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.

Outcome: Evaluate a non-traditional dance performance in relation to current movement trends.

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.*

Students will watch a non-traditional dance performance and submit a written evaluation in relation to current movement trends and concepts discussed in class.

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.

none

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

none

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.

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

No additional resources will be needed at this time. The reallocation of existing resources, including classroom facilities and instructor assignments, permits the offering of this course.

Course Objectives/Goals

Each course fulfilling the GEP Visual and Performing Arts objectives will provide instruction and guidance that help students to:

- 1.
2. Deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions; and
- 3.
4. Strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works; and
- 5.
6. Strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.
- 7.

Student Learning Outcomes

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

- 1.
2. Identify the changing characteristics and values of dance as an art form.
- 3.
4. Discuss how the government, corporations, and/or dance presenters are shaping dance as a performing art form.
- 5.
6. Compare the similarities and differences between current U.S. and international dance artists.
- 7.
8. Evaluate a non-traditional dance performance in relation to current movement trends.
- 9.

Student Evaluation Methods

Evaluation Method	Weighting/Points for Each	Details
Multiple exams	30%	Students will demonstrate their knowledge of the material covered in class and assigned readings by completing three written exams (each exam is worth 10% of the final grade).
Major Paper	30%	Students will write one 10-12 page research paper discussing and evaluating a current trend in the field of dance. Students may choose from a list of topics supplied by the instructor or propose their own topic (for instructor approval). At least four references are required and should be noted at the end of the paper. This research paper is in place of the final exam for this course.

Discussion	20%	Students are expected to actively participate in all in-class discussions and will be graded during each discussion (see syllabus for rubric).
Homework	20%	Students will read/watch and evaluate articles and videos in relation to the concepts discussed in class. Each written evaluation will be graded (see syllabus for rubric).

Topical Outline/Course Schedule

Topic	Time Devoted to Each Topic	Activity
Non-traditional Concert Dance	2 weeks	Readings, videos, and class discussions related to outdoor performances and dance in art galleries and warehouses.
Movement Trends	3 weeks	Readings, videos, and class discussions related to athleticism in dance, hip-hop influences, cultural fusion dance styles, and pedestrian and gestural movement forms.
Media Influences	2 weeks	Readings, videos, and class discussions related to the influences of reality tv and social media on the field of dance.
Dance Funding	1 week	Readings, videos, and class discussions related to the major sources of dance funding, including the NEA and private foundations.
Dance Presenters	2 weeks	Readings, videos, and class discussions related to the major presenters of dance, including festivals, universities, and private and public theaters.
International Concerns	3 weeks	Readings, videos, and class discussions related to the work of international dance artists and U.S. artists working overseas.
Current Dance Artists	2 weeks	Readings, videos, and class discussions related to several major dance artists working in the field today.

Syllabus

HESM326-Syllabus.doc
HESM326-Syllabus.pdf

Additional Documentation

Additional Comments

Course Reviewer Comments

kkharris (Tue, 15 Sep 2015 16:46:18 GMT): Notes from University College CCC on Sept. 14, 2015: Approved Pending Revisions: A member suggested the evaluation process should focus on the quality of the work presented by the student not quantity regarding discussions. A member noted the GEP course and learning outcomes needed to be reflected in the course syllabus. Members noted they would like to see more specifics on exactly how the components of the various learning objectives are being addressed. A member suggested including grading topics in the syllabus, as it would help further committee review gain a fuller picture of the course. Members suggested providing more information on how attendance would affect the grading of the course. Action has been sent to instructor for revisions.

Key: 7210

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

NC State University – Department of Health and Exercise Studies
HESM 326: Current Trends in Dance
Spring 2017

Instructor: Autumn Mist Belk
Office: 2022 Carmichael Gym
Phone/Email: 919.515.6384, autumn_belk@ncsu.edu
Office Hours: MoWe 11:10am-12:10pm, TuTh 10:10-11:10am, Fr by appointment
Class Times: MoWeFr 12:25-1:15pm,
Credit Hours: Three (3)
Course Prerequisites: None

Required Text: None. Readings and handouts provided by instructor.

Course Description: Critical and contextual examination of current trends in dance. While specific readings and video resources will vary by semester as the field of dance continues to change, major course topics will include at least three of the following: the role of dance supporters and presenters, media influences, non-concert and site-specific dance, current movement trends, political significance, and international concerns.

Objectives for courses in the category of Visual and Performing Arts and Course and Student Learning Outcomes:

Each course fulfilling the GEP Visual and Performing Arts objectives will provide instruction and guidance that help students to:

1. Deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions; and

Course Outcomes:

Trace the changing aesthetic, cultural, and historical dimensions of dance as an art form.
Discuss how the government, corporations, and/or dance presenters are shaping dance as a performing art form.

2. Strengthen their ability to interpret and make critical judgments about the arts through the analysis of structure, form, and style of specific works; and

Course Outcome:

Compare the similarities and differences between current U.S. and international dance artists.

3. Strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.

Course Outcome:

Evaluate a non-traditional dance performance in relation to current movement trends.

Course Requirements/Grading:

Written Exams – 30%

Students will demonstrate their knowledge of the material covered in class and assigned readings by completing three written exams (each exam is worth 10% of the final grade).

Research Paper – 30%

Students will write one 10-12 page research paper discussing and evaluating a current trend in the field of dance. Students may choose from a list of topics supplied by the instructor or propose their own topic (for instructor approval). At least four references are required and should be noted at the end of the paper. This research paper is in place of the final exam for this course.

In-class Discussion Participation – 20%

Students are expected to actively participate in all in-class discussions and will be graded during each discussion based on the following rubric:

0pt = no participation or absent

1pt = contributing one opinion/concept to the discussion

2pts = contributing at least two opinions/concepts to the discussion

3pts = contributing at least three opinions/concepts to the discussion

At the end of the semester, all points will be totaled, divided by the total possible points, and weighted to 20% of the final grade. *All comments must be thoughtful and relevant to the discussion to receive credit.*

Written Evaluations of Articles and Videos – 20%

Students will read/watch and evaluate 6-10 articles and 5-8 videos in relation to the concepts discussed in class. Each written evaluation will be graded according to the following rubric:

0pt = no written evaluation

1pt = incomplete or poorly written evaluation

2pts = average evaluation with ties to classroom discussion points

3pts = excellent evaluation with original thoughts and ties to classroom discussion points

At the end of the semester, all points will be totaled, divided by the total possible points, and weighted to 20% of the final grade.

Grading Scale:

97 - 100 = A+	93 - 96.99 = A	90 - 92.99 = A-
87 - 89.99 = B+	83 - 86.99 = B	80 - 82.99 = B-
77 - 79.99 = C+	73 - 76.99 = C	70 - 72.99 = C-
67 - 69.99 = D+	63 - 66.99 = D	60 - 62.99 = D-
0 - 59.99 = F		

For Dance Minor students: You must take the class for a letter grade and must receive a “C-“ or better if you are enrolled in the Dance Minor.

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- (70%) 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

Late Assignments: Written assignments are due on the date and time as specified on the course outline and on Moodle. No late assignments will be accepted.

Attendance: Students are expected to attend all classes and to arrive and leave at the scheduled times. The instructor will adhere to the university attendance policy. In the case of an excused absence, the student will provide official documentation and then be allowed to make up any *written work* missed within one week of returning to class. Students are responsible for submitting such work and for scheduling make-up exams with the instructor. See http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.3.php.

Make ups for missed tests are at the discretion of the instructor. Make ups will be considered with a verifiable, documented issue, provided that the instructor is contacted prior to the next class meeting.

Participation: Class discussions are an integral portion of this class, and students are expected to pay attention and contribute to discussions. No phone or other electronic device use during class.

Electronic 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. **We will be using Moodle for this course. Please log in with your unity id to <http://wolfware.ncsu.edu> to access handouts and assignments.*

Incomplete Grades: http://www.ncsu.edu/policies/academic_affairs/grades_undergrad/REG02.50.3.php
Incomplete grades will be assigned only if unavoidable and unforeseen events occur, such as a medical emergency, preventing the student from completing a course requirement before the final grades are submitted. Incompletes must be made up before the end of the next regular semester in which the student is enrolled and in no case may be made up more than 12 months after the end of the semester in which the IN is awarded, unless the teacher or department offering the course is not able to provide the student with an opportunity to make up incomplete work, in which case the period can be extended. Make up work is to be limited to accomplishing the work not completed.

Emailing the Instructor:

In order to receive a response from your instructor, your email should be structured as follows:

- Identify who you are, the class (including section or day/time) you are in, and the purpose of your email.
- Properly address your instructor. Please be specific and use complete sentences.

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

Evaluation website: <https://classeval.ncsu.edu/> Student help desk: classeval@ncsu.edu

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

General Information:

1. **Academic Integrity:** For all written assignments, students will be expected to adhere to the **University Honor Code:** “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 neither gave nor received unauthorized aid. Consult the university website: http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php
2. **Students with Disabilities:** Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, student must register with the Disability Services Office (<http://www.ncsu.edu/dso>) located at 1900 Student Health Center, Campus Box 7509, 515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation at http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php.
3. **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, sex, creed, 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 color, religion, sex, creed, national origin, age, disability, veteran status or sexual orientation is also 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.

4. Due to the nature of the activities in this class, it may be necessary for the instructor and students to have some amount of physical contact to assist in acquiring the proper form/technique. The student should inform the instructor if they do not want any physical contact to assist in acquiring the proper form/technique.
5. Every fitness activity has certain inherent risks, and regardless of precautions taken it is impossible to ensure total safety. Adhere to all safety guidelines to reduce your risk of injury.
6. The use of illegal drugs, tobacco products, or alcoholic beverages are prohibited.
7. It may be appropriate to inform the instructor within the first week of class if you have any medical issues that would affect your participation throughout the semester in this course.
8. Pets and visitors are not allowed during class periods. Firearms, weapons, and/or fireworks are prohibited from class.
9. Please turn off cell phones during class time.

NC State University – Department of Health & Exercise Studies
HESM 326: Current Trends in Dance
Spring 2017

WEEK	SUBJECT	READINGS
1	Course Overview Non-traditional Concert Dance: Outdoor Performances	Roach, J. (1996). Kinship, Memory, and Intelligence as Improvisation. In <i>Performance and cultural politics</i> (pp. 217-234). New York: Routledge.
2	Non-traditional Concert Dance: Galleries and Warehouses	Kaprow, Allan. (1996). Assemblages, Environments and Happenings. In <i>The Twentieth-Century Performance Reader</i> (pp.260-270). New York: Routledge.
3	Movement Trends: Hip-Hop and Cultural Fusion	Chang, J. (2005). <i>Can't stop, won't stop: A history of the hip-hop generation</i> (pp. 148-162). New York: St. Martin's Press. Gottschild, B. (2003). <i>The black dancing body: A geography from coon to cool</i> (pp. 240-257). New York: Palgrave Macmillan.
4	Movement Trends: Athleticism	Guarino, L. (2015). Is Dance a Sport?: A Twenty-First-Century Debate. <i>Journal of Dance Education</i> , 77-80. Tindall, B. (n.d.). For dancers, a new athleticism - at what price? <i>New York Times</i> . Retrieved January 11, 2015, from http://www.nytimes.com/2006/06/13/arts/13iht-tindall.1962911.html?pagewanted=all
5	Movement Trends: Pedestrian Forms Exam #1	Carlson, Marvin. (1996). What is Performance? In <i>The Twentieth-Century Performance Reader</i> (pp.146-153). New York: Routledge.

		Daly, Ann. (2002). <i>Critical Gestures: Writings on Dance and Culture</i> (pp.175-178). Middletown, Connecticut: Wesleyan University Press.
6	Media Influences: Reality TV	Kourlas, G. (2010, September 10). Time to Put Choreography Back on Its Feet. <i>New York Times</i> . Retrieved January 6, 2015, from http://www.nytimes.com/2010/09/05/arts/dance/05label.html?_r=2&
7	Media Influences: Social Media	Schneider, R. (1996). After Us The Savage Goddess. In <i>Performance and cultural politics</i> (pp. 155-172). New York: Routledge.
8	Funding: NEA, Doris Duke Foundation, and the Guggenheim	Peeps, C. (1998). Robbie Conal: Taking Back the Power. In <i>The Citizen Artist</i> (pp. 117-120). Gardiner: Critical Press.
9	Presenters: ADF, Jacob's Pillow, and the Kennedy Center	See research assignment list on Moodle.
10	Presenters: University Presenters Exam #2	See research assignment list on Moodle.
11	International Concerns: Dance in Europe and Asia	Recorded interview series on Moodle: Emma James, Reini Kopp
12	International Concerns: International Artists in the U.S.	Recorded interview series on Moodle: Marisa C. Hayes
13	International Concerns: U.S. Artists Abroad	Recorded interview series on Moodle: Nejlá Yatkin
14	Current Dance Artist Profiles: Shen Wei and Monica Bill Barnes	<p>Maine, N. (2008, December). The Soho Journal Interview: Shen Wei. <i>The Soho Journal</i>. http://www.sohojournal.com/content/soho-journal-interview-shen-wei</p> <p>Rose, Charlie. (2010, August 8). Charlie Rose Interviews Shen Wei. https://www.youtube.com/watch?v=weGUoPNw9p0</p> <p>Boynton, Andrew. (2012, November 12). Dance That Tries Too Hard. <i>The New Yorker</i>. http://www.newyorker.com/culture/culture-desk/dance-that-tries-too-hard</p>
15	Current Dance Artist Profiles, TBD Exam #3	See video links on Moodle.
16	Research Papers Due	

EMA 295: Special Topics in Arts Entrepreneurship

Course Inventory Change Request

In Workflow

1. 24MUS UnderGrad Head (tdkoch@ncsu.edu)
2. DASA CC Coordinator UG (kkharris@ncsu.edu)
3. DASA CC Meeting UG (kkharris@ncsu.edu)
4. DASA CC Chair UG (sean_cassidy@ncsu.edu)
5. DASA Final Review UG (kkharris@ncsu.edu)
6. gdbeckma (gdbeckma@ncsu.edu)
7. kkharris (kkharris@ncsu.edu)
8. DASA Dean UG (mike.mullen@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. OUCC Final Signature (barbara_kirby@ncsu.edu)
14. OUCC Final Review (gmneugeb@ncsu.edu)
15. PeopleSoft (lamarcus@ncsu.edu; blpearso@ncsu.edu; Charles_Cliff@ncsu.edu; Idmihalo@ncsu.edu; jmharr19@ncsu.edu; Tracey_Ennis@ncsu.edu)

Approval Path

1. Fri, 18 Sep 2015 13:47:10 GMT
Thomas Koch (tdkoch): Approved for 24MUS UnderGrad Head
2. Tue, 13 Oct 2015 14:26:07 GMT
Kasey Harris (kkharris): Approved for DASA CC Coordinator UG
3. Tue, 13 Oct 2015 14:40:01 GMT
Kasey Harris (kkharris): Approved for DASA CC Meeting UG
4. Wed, 14 Oct 2015 13:43:49 GMT
Sean Cassidy (smcassid): Approved for DASA CC Chair UG
5. Wed, 14 Oct 2015 14:18:59 GMT
Kasey Harris (kkharris): Approved for DASA Final Review UG

New Course Proposal

Date Submitted: Fri, 18 Sep 2015 13:45:58 GMT

Viewing: EMA 295 : Special Topics in Arts Entrepreneurship

Changes proposed by: tdkoch

Course Prefix

EMA (Entrepreneurship in Music and the Arts)

Course Number

295

Cross-listed Course

No

Title

Special Topics in Arts Entrepreneurship

Abbreviated Title

Special Topics in Arts Entre

College

Division of Academic and Student Affairs

Academic Org Code

Music (24MUS)

CIP Discipline Specialty Number

CIP Discipline Specialty Title

Term Offering

Fall and Spring

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

1-3

Course Length

16

weeks

**Contact Hours
(Per Week)**

Component Type

Lecture

Contact Hours

1-3

Course Attribute(s)

Course Is Repeatable for Credit

Yes

Total number of completions allowed including the initial offering.

3

Maximum total credit hours allowed

Instructor Name

Gary Beckman

Instructor Title

Teaching 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	30	Yes	Anticipating only 1 section per semester, but keeping options open.

Course Prerequisites, Corequisites, and Restrictive Statement

None

Is the course required or an elective for a Curriculum?

Yes

Which Curricula are Affected?

SIS Program Code	Program Title	Required or Elective?
24EMAM	Minor in Entrepreneurship in Music and the Arts	Elective

Catalog Description

Timely topical courses or experimental course offerings in Arts Entrepreneurship

Justification for new course:

The Music Department does not currently have course number for "special topics" courses in the EMA program and needs 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. 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
Other	100%	To be determined for each offering

Topical Outline/Course Schedule

Syllabus

EMA 295_sample_syllabus.docx

Additional Documentation

Additional Comments

Course Reviewer Comments

kkharris (Tue, 13 Oct 2015 14:26:01 GMT): Approved at University College CCC on 10/13/15 with suggestions on revising outcomes and evaluation method.

Key: 7890

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

Sample Offering of a Special Topic

EMA 295 - INTRODUCTION TO ARTS ENTREPRENEURSHIP

SPRING 2016

NORTH CAROLINA STATE UNIVERSITY

SYLLABUS

Course Information

Course Title	Introduction to Arts Entrepreneurship
Credit Hours	3
Class Meeting Time	TBA
Location	TBA
Course Prerequisites	None

Instructor Information

Instructors	Dr. Gary Beckman
Office Location	TBA
Office Hours	TBA
Telephone	TBA
Email	TBA

Course Description

EMA 295: Introduction to Arts Entrepreneurship: This course introduces students to the basic components of an entrepreneurial lifestyle in the arts for those interested in starting an arts business. By exploring fundamental issues critical to arts entrepreneurs, students are exposed to the unique and interdisciplinary negotiations entrepreneurs confront daily. Students may have to provide their own transportation to off-campus events.

Student Learning Outcomes for this Course

By the end of the semester, students will be able to:

- Identify the risks and rewards inherent an entrepreneurial lifestyle in the arts provides.
- Articulate how arts cultures and aesthetics effects the development phase of an arts venture
- Describe and discuss fundamental arts venture startup procedures, business models and transitioning strategies
- Identify the value in for-and non-profit arts ventures that center on both the Fine and popular arts.
- Articulate how one's innate creativity, intellect, training, and experience are channeled into an entrepreneurially focused arts (or arts related) career.

Course Requirements

• Attendance: Attendance will be taken each class session and is worth **10% of the final grade**. If a student is more than 15 minutes late for a class, he/she will be counted as absent for that day. **Two unexcused absences will reduce the final grade by 10%.** **Each additional absence will reduce the final grade by an additional 5%.** If a student needs to miss class for any reason, the instructor must be notified by email ASAP and an evaluation will be made at that time based upon the University Attendance Regulation (REG 02.20.3).¹

* Class Participation: Students are expected to be attentive during lectures, ask questions, contribute comments to class discussions and should come to each class having read the required assignment and prepared to discuss and comment upon the issues raised by the readings. (The reading schedule appears in the Lecture, Homework and Project Schedule below). Students must come to each class having read the assigned readings and demonstrate their engagement by participating actively and thoughtfully in the in-class discussions.

Student preparation for and participation in class will be evaluated using the following criteria and is worth 15% of the final grade:

A - Student is well prepared and participates actively; student is attentive, responds when called upon and volunteers often with pertinent questions and comments.

B - Student is usually prepared and always responds when called upon; student volunteers on occasion.

C - Student shows evidence of being unprepared; student has some trouble when called in and does not volunteer often.

D - Student is unprepared and/or inattentive; student never volunteers; student comes late to class or leaves early.

¹ See <http://policies.ncsu.edu/regulation/reg-02-20-3>

F - Student exhibits a lack of concern for the class; student sleeps in class; student behavior may have a negative effect on the class.

- Required Textbooks:

Leadership as a Hero's Journey: The Four Virtues for Transforming Uncertainty and Anxiety into Results by Eric J. Kaufmann (La Mesa, CA: Ben Adams Press 2013) \$23.85
ISBN-13: 978-1939187000

How to Think Like Leonardo da Vinci by Michael J. Gelb (New York: Random House, 2004) \$10.99
eISBN 978-0-307-57352-0

- Tests: There are 2 tests (worth 20% of the final grade, each) and a final (comprehensive) exam, worth 10% of the final grade. See Incomplete Grades, Late Assignments and Rescheduling Missed Tests, for making up missed tests, below.
- Journal: The Journal is an opportunity for students to reflect, comment upon and integrate course readings with lectures and arts business explorations; entries are checked weekly by the instructor.
- Transportation: This course requires students to travel off campus. Students are responsible for securing transportation to all locations appearing in the Lecture, Readings and Project Schedule. All effort will be made to organize off-campus visits on or near public transportation stations.

Final Grade Determination

3 Tests (Test 1-20%; Test 2-20%; Test 3-10%)	50%
Class Participation	15%
Attendance	10%
Journal	25%
Total	100%

A+ (97-100), A (93-96.9), A- (90-92.9), B+ (87-89.9), B (83-86.9), B- (80-82.9), C+ (77-79.9), C (73-76.9), C- (69-72.9), D+ (67-69.9), D (63-66.9), D- (60-62.9), F (0-59.9)

Lecture, Readings & Project Schedule

Week	Topics	Readings
1 - Module I - The Basics	Introduction to Class	

2	T: What IS Arts Entrepreneurship? TH: For-, Non-Profit and Hybrid Arts Business Models	Gelb: 2-19
3 -	T: Examples of Arts Ventures TH: Arts and Geography	Gelb: 20-47
4	T: Success, Failure & Sustainability TH: Why Arts Ventures Succeed or Fail	Gelb: 48-75
5	T: Basic Arts Venture Startup models (For- and Non-Profit) TH: Test 1	Gelb: 76-93
6 - Module II - The Real World	T: Speaker - Guest Business Entrepreneur TH: Speaker - Guest Arts Entrepreneur	Gelb: 94-141
7	T: Incubator Visit TH: Non-Profit Arts Org. Visit	Gelb: 141-163
8	T: For-Profit Arts Business Visit TH: FALL BREAK - OFF	Gelb: 164-191
9	T: Transitioning from Student to Arts Entrepreneur (Pt.1: Being honest about Fear, Anxiety and Pressure) TH: Startup Techniques: Funding, Planning and Execution	Gelb: 192-218
10	T: Transitioning from Student to Arts Entrepreneur (Pt.2: Embracing your Personal Assets, Collective Assets and Finding the Courage to "Leap") TH: Test 2	Gelb: 219-257
11 Module III - Why and How the Arts are Unique	T: Intro to Aesthetics: The Arts Consumer Experience (Pt. 1) TH: Intro to Aesthetics: The Arts Consumer Experience (Pt. 2)	Kauffman: 3-30
12s	T: Arts Culture TH: The Economies of Arts Culture	Kauffman: 31-64
13	T: Museum Visit TH: Music Performance Visit	Kauffman: 65-85
14	T: Ballet or Fashion Week Visit TH: Rap/Hip Hop Artist (in class)	Kauffman: 86-126
15	T: Theatre Visit TH: NC State <i>Garage</i> Visit	Kauffman: 127-156
16	T: Intro to Aesthetics: The Arts Consumer Experience (Pt. 3) TH: Arts Culture Lecture (Pt.3)	Kauffman: 157-208
FINALS WEEK - TBA	Journal Due - Final Exam	NA

Incomplete Grades, Late Assignments and Rescheduling Missed Tests

- An "incomplete" is a temporary grade, given as a result of documented serious event as outlined in REG 2.50.3.² An IN is only appropriate when the student's record in the course is such that the successful completion of course expectations missed as a result of a documented serious event would enable that student to pass the course.
- Late assignments will not be accepted.
- If a student is unable to be present for any tests or unable to complete an assignment due to a documented serious event, reasonable accommodations will be made to make

² See <http://policies.ncsu.edu/regulation/reg-02-50-3>

up either the test or assignment as outlined in University Attendance Regulation REG 02.20.3.³

Additional Statements

- Students in this course will not incur additional expenses beyond the cost of all required textbooks.
- This course has no lab. However, students are required travel outside of the classroom.

Academic Integrity

* The instructor of this course fully expects student (the student) to complete all tests and assignments honestly. Students who violate University rules on academic integrity are subject to disciplinary penalties, including the possibility of failure in the course and /or dismissal from The University. Since such dishonesty harms the individual, all students, and the integrity of The University, policies on academic integrity will be strictly enforced.

- All students should be aware of the University's policy on academic integrity found in the Code of Student Conduct Policy (POL11.35.1).⁴
- The Honor Pledge, "I have neither given nor received unauthorized aid on this test or assignment" will be signed on each test or assignment verifying that student have neither given nor received unauthorized aid.

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 the Academic Accommodations for Students with Disabilities Regulation (REG02.20.1).⁵

Anti-Discrimination Statement

³ See <http://policies.ncsu.edu/regulation/reg-02-20-3>

⁴ See <http://policies.ncsu.edu/policy/pol-11-35-1>

⁵ See <http://policies.ncsu.edu/regulation/reg-02-20-1>

- 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.

THE 233: Introduction to Stage Lighting

Course Inventory Change Request

In Workflow

1. 24THE UnderGrad Head (john_mcilwee@ncsu.edu)
2. DASA CC Coordinator UG (kkharris@ncsu.edu)
3. DASA CC Meeting UG (kkharris@ncsu.edu)
4. DASA CC Chair UG (sean_cassidy@ncsu.edu)
5. DASA Final Review UG (kkharris@ncsu.edu)
6. mlself3 (mlself3@ncsu.edu)
7. kkharris (kkharris@ncsu.edu)
8. DASA Dean UG (mike.mullen@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. OUCC Final Signature (barbara_kirby@ncsu.edu)
14. OUCC Final Review (gmneugeb@ncsu.edu)
15. PeopleSoft (lamarcus@ncsu.edu; blpearso@ncsu.edu; Charles_Cliff@ncsu.edu; Idmihalo@ncsu.edu; jmharr19@ncsu.edu; Tracey_Ennis@ncsu.edu)

Approval Path

1. Tue, 29 Sep 2015 17:15:07 GMT
John McIlwee (jcmcilwe): Approved for 24THE UnderGrad Head
2. Tue, 13 Oct 2015 14:27:41 GMT
Kasey Harris (kkharris): Approved for DASA CC Coordinator UG
3. Tue, 13 Oct 2015 14:41:14 GMT
Kasey Harris (kkharris): Approved for DASA CC Meeting UG
4. Wed, 14 Oct 2015 13:43:26 GMT
Sean Cassidy (smcassid): Approved for DASA CC Chair UG
5. Wed, 14 Oct 2015 14:56:04 GMT
Kasey Harris (kkharris): Approved for DASA Final Review UG
6. Wed, 14 Oct 2015 15:27:58 GMT
Mia Self (mlself3): Approved for mlself3
7. Wed, 14 Oct 2015 16:21:20 GMT
Kasey Harris (kkharris): Approved for kkharris

Date Submitted: Mon, 28 Sep 2015 17:46:43 GMT

Viewing: THE 233 : Introduction to Stage Lighting

Changes proposed by: mlself3

Course Prefix

THE (Theatre)

Course Number

233

Course ID

019911

Cross-listed Course

No

Title

Introduction to Stage Lighting

Abbreviated Title

Intro Stage Light

College

Division of Academic and Student Affairs

Academic Org Code

Theatre (24THE)

CIP Discipline Specialty Number

50.1002

CIP Discipline Specialty Title

Fine and Studio Arts Management.

Term Offering

Spring Only

Year Offering

Offered Alternate Even Years

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

Laboratory

Contact Hours

2.0

Lecture

2.0

Course Attribute(s)

Course Is Repeatable for Credit

No

Instructor Name

Joshua Reaves

Instructor Title

Staff Instructor

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 and Lab	12	12	No	Integrated lab component

Course Prerequisites, Corequisites, and Restrictive Statement

Prerequisite THE 223 Stagecraft

Is the course required or an elective for a Curriculum?

No

Catalog Description

Fundamentals and uses of stage lighting equipment and stage lighting design. Practical application of design media and shop facilities. Participation in production activity for University Theater presentations.

Justification for each revision:

Addition of THE Stagecraft prerequisite requested by Joshua Reaves. Students learn foundations of wiring and electrical necessary to complete the design work in the course. Students entering the course without the stage lighting component in THE 223 are disadvantaged, so those fundamentals have been taught in THE 233 compromising the integrity of the design work in the latter part of the semester.

Does this course have a fee?

No

Is this a GEP Course?

No

Consultation**Instructional Resources Statement**

Part of regular course rotation.

Course Objectives/Goals**Student Learning Outcomes**

- 1.
2. To gain a working knowledge of lighting, electrical, electronic, and mechanical lighting theory.
- 3.
4. To understand and apply the basic tools, technologies, and theories of lighting design
- 5.
6. To understand and use computerized data and storage systems for lighting design. The student will also be able to use the available technical literature, to pursue complex problems and design situations, to a creative end.
- 7.
8. To apply critical thinking and creative problem solving techniques to lighting design by developing new ideas, theories, and in using laboratory process.
- 9.

10. To show evidence of this process through application, by project work, and through supervised lighting laboratories and design experiences.
11.

Student Evaluation Methods

Evaluation Method	Weighting/Points for Each	Details
Participation	10%	Preparation and play attendance
Exam	35%	Mid-term and Final
Project	45%	Mall Project, Drafting Project, and Black and White Project
Essay	10%	Lighting Critique Paper

Topical Outline/Course Schedule

Syllabus

Sample Lighting Design Syllabus S14 in syllabus tool.pdf
Sample Lighting Design Syllabus S14.pdf

Additional Documentation

THE 223 Stagecraft Syllabus F14.pdf

Additional Comments

THE 223 Stagecraft syllabus attached to clarify connection between the courses and the need for the prerequisite.

Course Reviewer Comments

kkharris (Tue, 13 Oct 2015 14:41:10 GMT): Approved at University College CCC on 10/13/15 with suggestions.

Key: 5000

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

**North Carolina State University
Lighting Design**

Instructor: Joshua Reaves
 Course: Lighting Design
 Semester: Spring 2011
 Class Meets: T/TH 10:15-11:30
 Office Hours: T/TH 9-10am

Office: Frank Thompson Hall 217
 Phone: 919-513-3568
 Email: Joshua_Reaves@ncsu.edu
 Web:

COURSE DESCRIPTION

This is a general introductory course in theatrical lighting design encompassing the artistic, mechanical, and practical methods of stage lighting.

COURSE LEARNING OUTCOMES

1. To gain a working knowledge of lighting, electrical, electronic, and mechanical lighting theory.
2. To understand and apply the basic tools, technologies, and theories of lighting design
3. To understand and use computerized data and storage systems for lighting design. The student will also be able to use the available technical literature, to pursue complex problems and design situations, to a creative end.
4. To apply critical thinking and creative problem solving techniques to lighting design by developing new ideas, theories, and in using laboratory process.
5. To show evidence of this process through application, by project work, and through supervised lighting laboratories and design experiences.

REQUIRED TEXT AND MATERIALS

- (1) *Designing with Light* by J. Michael Gillette
- (1) Free Download of Vectorworks 2012

CLASS ATTENDANCE

- A **maximum of 3** (excused or unexcused) absences will be accepted **4 or more absences = failure**.
- Absences normally considered “excused” (illness, family needs, participation in NCSU-sponsored events, etc.) are **included** in the total number of absences allowed.
- Students arriving after attendance has been taken are tardy. **THREE tardies equal 1 absence.**

PLAY ATTENDANCE

- All students must attend both Departmental productions this semester and be prepared to discuss lighting for each performance. Each student will write a lighting critique on one production.
- Tickets are \$5.00 and can be purchased in the Ticket Central during posted hours. A free preview night will be available for each production.

FINAL PROJECT

- Your work in this course will culminate in a final design
- The project will be discussed in much greater detail later in the course.
- **If you do not participate in this project, you cannot pass the course.**

EXTRA CREDIT

- Attending other theatrical productions will add 1 point to your final grade for each play attended.
 NOTE: You must check with the instructor in advance to make sure the play you want to attend will be eligible for extra credit. A ticket stub and a two page critique will be required for the extra credit
- Extra credit will **not be counted** if **any** course requirements are missed. In other words, you can't skip a project and “make up” those points with extra credit. It's all or nothing.
- Maximum extra credit: 5 points up to 100 points

ASSIGNMENTS & ASSIGNMENT POINTS

Participation/Preparation/Play Attendance	10%
Lighting Critique Paper	10%
Mall Project	15%
Drafting Project	15%
Black and White Project	15%
Mid-Term	15%
Final	20%
Total Points	100%

GRADING

Students are not graded on talent or experience. You will always be evaluated on individual growth and execution of Staged Fight from Scripted Scene assignments. **REMEMBER:** Your attendance, initiative, enthusiasm and willingness to explore unfamiliar ground will go a long way in the determination of your final grade. Grading will be a letter grade based on the percentage of points earned from the total listed under assignments employing the following system:

TIMELINESS

All assignments are due at the beginning of class on the assigned day. Late assignments will be penalized one grade for each day late up to the 3rd day at which point the assignment will receive a zero. Late extra credit requirements will not be accepted.

STATEMENT REGARDING STUDENTS WITH DISABILITIES

It is the policy of Campbell University to accommodate students with disabilities, pursuant to federal and state law. Disabled students who need any accommodation should immediately inform the instructor as well as the Director of Student Support Services. The Director will work with the student and instructor to make the appropriate accommodations.

STATEMENT REGARDING ACADEMIC INTEGRITY

All students are subject to the academic integrity and behavioral expectations of the University. You should consult your student handbook for policies on plagiarism, cheating, and other matters of academic misconduct. Students who violate University policy are subject to course failure.

COURSE SCHEDULE

- Due to the nature of this class the below course schedule is **tentative and subject to change**. Each class builds upon the previous class. Any changes will be announced in class.
- You are responsible for making yourself aware of any changes, assignments, due dates, etc., **even if you miss the class in which the assignment or change is announced.**

DAY	DATE	TOPIC	WHERE	NOTES/ASSIGNMENTS
T	1/7	Syllabi / Demo / Elements of Design	Titmus	
TH	1/9	Production Team/ McCandles / Terms	Classroom	Chapter 1 & 2
T	1/14	Electricity	Classroom	Chapter 3
TH	1/16	Plot / Paperwork / Photometrics	Titmus	Chapter 14 & 15
T	1/21	Instrumentation / Hang / Focus	Titmus	Chapter 4 & 5
TH	1/23	Instrumentation / Hang / Focus	Titmus	
T	1/28	Vectorworks – Tools and Terms	Classroom	Handout
TH	1/30	Vectorworks – Standards and Layouts	Classroom	Mall Project Due
T	2/4	Vectorworks – Drafting Day	Classroom	Handout
TH	2/6	Vectorworks – Spotlight	Classroom	Handout
T	2/11	Vectorworks and Lightwright	Classroom	Handout
TH	2/13	Drafting Day / Black and White Project	Classroom	
T	2/18	Consoles and Dimmers	Titmus	Chapter 6 / Drafting Due
TH	2/20	B&W Project – Design/Drafting	Classroom	B&W Photos Due
T	2/25	Color Theory	Titmus	Chapter 9
TH	2/27	Color Theory / Midterm Review	Titmus	Rent Paper Due³
T	3/4	Midterm / Drafting Day	Classroom	
TH	3/6	B&W Project – Hang/Focus/Cue (G1)	Titmus	B&W Photos Due
T	3/11	NO CLASS – SPRING BREAK		
TH	3/13	NO CLASS – SPRING BREAK		
T	3/18	B&W Project – Hang/Focus/Cue (G2)	Titmus	
TH	3/20	B&W Presentations / Strike	Titmus	
Sat	3/24	<i>Arabian Nights Hang/Focus</i>	Titmus	<i>Titmus 9am-6pm</i>
T	3/25	Intelligent Fixtures	Titmus	Chapter 10
TH	3/27	Intelligent Fixtures	Titmus	B&W Projects Due
T	4/1	Final Project Research	Titmus	
TH	4/3	NO CLASS – SPRING HOLIDAY	Titmus	
T	4/8	Final Project Design / Drafting		
TH	4/10	Design Presentation / Drafting Day		
T	4/15	Hang/Focus Final	Studio	
TH	4/17	Hang/Focus Final	Studio	
T	4/22	Individual Cue Time G1 ¹ & G2 ²	Studio	Arabian Paper Due³
TH	4/24	Individual Cue Time G3 ¹ & G4 ²	Studio	
T				
TH	5/3	Final Exam	Studio	9:30am – 11:00am

¹ Groups meet 10:15 – 10:50

² Groups meet 10:55 - 11:30

³ Only one paper is due. It is up to the student to choose which paper they will write

THE 398: Special Topics in University Theatre

Course Inventory Change Request

In Workflow

1. 24THE UnderGrad Head (john_mcilwee@ncsu.edu)
2. DASA CC Coordinator UG (kkharris@ncsu.edu)
3. DASA CC Meeting UG (kkharris@ncsu.edu)
4. DASA CC Chair UG (sean_cassidy@ncsu.edu)
5. DASA Final Review UG (kkharris@ncsu.edu)
6. mlself3 (mlself3@ncsu.edu)
7. kkharris (kkharris@ncsu.edu)
8. DASA Dean UG (mike.mullen@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. OUCC Final Signature (barbara_kirby@ncsu.edu)
14. OUCC Final Review (gmneugeb@ncsu.edu)
15. PeopleSoft (lamarcus@ncsu.edu; blpearso@ncsu.edu; Charles_Cliff@ncsu.edu; Idmihalo@ncsu.edu; jmharr19@ncsu.edu; Tracey_Ennis@ncsu.edu)

Approval Path

1. Tue, 29 Sep 2015 17:15:19 GMT
John McIlwee (jcmcilwe): Approved for 24THE UnderGrad Head
2. Tue, 13 Oct 2015 14:27:43 GMT
Kasey Harris (kkharris): Approved for DASA CC Coordinator UG
3. Tue, 13 Oct 2015 14:41:39 GMT
Kasey Harris (kkharris): Approved for DASA CC Meeting UG
4. Wed, 14 Oct 2015 13:43:19 GMT
Sean Cassidy (smcassid): Approved for DASA CC Chair UG
5. Wed, 14 Oct 2015 14:56:39 GMT
Kasey Harris (kkharris): Approved for DASA Final Review UG
6. Wed, 14 Oct 2015 15:47:21 GMT
Mia Self (mlself3): Approved for mlself3
7. Wed, 14 Oct 2015 16:21:24 GMT
Kasey Harris (kkharris): Approved for kkharris

Date Submitted: Mon, 28 Sep 2015 17:55:30 GMT

Viewing: THE 398 : Special Topics in University Theatre

Changes proposed by: mlself3

Course Prefix

THE (Theatre)

Course Number

398

Course ID

031786

Cross-listed Course

No

Title

Special Topics in University Theatre

Abbreviated Title

University Theatre Spec Topics

College

Division of Academic and Student Affairs

Academic Org Code

Theatre (24THE)

CIP Discipline Specialty Number

50.1002

CIP Discipline Specialty Title

Fine and Studio Arts Management.

Term Offering

Fall, Spring and Summer

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

1-3

Course Length

16

weeks

Contact Hours

(Per Week)

Component Type

Recital, Performance, Ensemble

Contact Hours

3.0

Course Attribute(s)

Course Is Repeatable for Credit

Yes

Total number of completions allowed including the initial offering.

3

Maximum total credit hours allowed

9

Instructor Name

Mia Self, Jayme Mellema

Instructor Title

Staff Instructor

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
Recital, Performance, Ensemble	12	12	No	Capacity will vary and projects will be crafted to accommodate student interest.

Course Prerequisites, Corequisites, and Restrictive Statement

Instructor permission.

Is the course required or an elective for a Curriculum?

No

Catalog Description

Presentation of material normally not available in regular course offerings, or offerings of a new course on a trial basis.

Justification for each revision:

Inclusion of additional content. New offering within the Special Topics format: Performance and Production Lab

Does this course have a fee?

No

Is this a GEP Course?

No

Consultation

College(s)	Contact Name	Statement Summary
Division of Academic and Student Affairs	Dr. Barbara Kirby	

Instructional Resources Statement

Student productions have been produced as extracurricular activities or offered as THE 293 Theatre Practicums previously. The additional of a formal course for Student Studio allows for the integration of the course into the regular course rotation, co-facilitated by a member from the performance and the production staff as available.

UT will provide access to the Kennedy-McIlwee Studio Theatre, rehearsal hall, and production spaces for students enrolled in the course. The course will work in collaboration with the Psi Kappa cast of Alpha Psi Omega Honorary Theatre Society. This student organization has an expectation to fulfill the role of producer to students in the organization. This partnership allows them to function in that role and offers them additional support as they do so. Anticipated funds of \$500-\$1000 per year is the likely range of support, which mirrors UT budgets for the student Creative Artist award productions.

Course Objectives/Goals

Student Learning Outcomes

Building upon foundational knowledge, skills, and practices introduced and established in theatre courses and University Theatre's production season, students will ...

-
- Develop and articulate a production concept from performance, design and marketing perspectives
-
- Organize a production or rehearsal calendar and production budget
-
- Research, develop, and present a grant proposal using a template
-
- Engage in the design or rehearsal process and refine creative choices through reflective practice
-
- Collaborate with members of a team to develop and create a production for a public audience
-
- Evaluate the production process and the performance product
-
- Document creative and administrative work in portfolio and resume
-

Student Evaluation Methods

Evaluation Method	Weighting/Points for Each	Details
Participation	20%	Encompasses Class participation (weeks 1-6) and Peer evaluation of team participation evaluated by collaboratively created rubric.
Written Assignment	40%	Encompasses Creative Concept paper, Grant Proposal, Production Journal, Self-Reflection Paper, and Portfolio & Resume.
Project	30%	Encompasses Rehearsal/Design/Administrative Preparation and the final Performance Project.
presentation	10%	Encompasses Grant Presentation and Portfolio & Resume presentation.

Topical Outline/Course Schedule

Syllabus

Sample THE 398 Special Topics SP15 syllabus.pdf

Additional Documentation

Sample Class Participation Rubric THE 203 FA15.pdf

Additional Comments

Course Reviewer Comments

kkharris (Tue, 13 Oct 2015 14:41:35 GMT): Approved at University College CCC on 10/13/15 with suggestions.

mIself3 (Wed, 14 Oct 2015 15:47:13 GMT): Modified SLOs to emphasize that students will be building upon the skill base they have previously established in both coursework and during the UT production season. Each student's production or performance assignment/project will challenge them but still remain within their capacity to succeed. While this is an ambitious course, students have completed similar projects under the moniker "Student Studio" for several years with little to no academic credit. Our hope is this course illuminates the scope of learning that occurs within the UT season as students are guided through the same process the UT staff uses when creating a production with students.

Key: 6786

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

Class Participation Rubric / Scoring Guide

GRADE	CRITERIA
0-59	<ul style="list-style-type: none"> •Absent •Present but participation is intentionally disruptive & impends others' participation or sense of the classroom as a safe environment
60-69	<ul style="list-style-type: none"> •Present but not disruptive •Attempts class exercise but lacks both commitment and awareness •Infrequently involved in discussion •Body language discourages others from engaging in discussion •Disregards diverse or different opinions, responding negatively to others and offering feedback outside the critique parameters agreed upon by the class
70-79	<ul style="list-style-type: none"> •Demonstrates basic preparation for class (brings materials or assignments assigned for the session) and attempts class exercises but lacks commitment or awareness •Does not volunteer to contribute but will offer basic information-based contributions (either questions or answers) when called upon or will attempt an exercise when requested •Body language is neutral neither inviting nor discouraging others from engaging in conversation, "in your own world" most of the class •Disengaged from diverse or different opinions, ignoring others' views in discussion but responds using the critique parameters agreed upon by the class
80-89	<ul style="list-style-type: none"> •Demonstrates knowledge of reading, materials or activity assigned and engages in class exercises with commitment and awareness •Engages in discussion through probing questions or supported examples •Body language is open to engaging in discussion •Responds constructively to diverse or different opinions, openly offers considers ideas that may run counter to your own, uses the critique parameters upon by the class
90-100	<ul style="list-style-type: none"> •Demonstrates exceptional consideration of and engagement with all course materials and class exercises •Offers specific description and analysis of the materials and class exercises •Body language is actively engaged and encourages others to respond with greater commitment and awareness •Consistently and thoroughly engaged in discussion through active questioning, thoughtful and supported answers, active consideration of diverse or different opinions, uses the critique parameters agreed upon by the class

NOTES:

Sample THE 398 – Special Topics in University Theatre

SPRING 2016 FRI 3:00-5:45PM Thompson Hall 150 and Studio Theatre

(additional meetings for rehearsals and builds will be scheduled by student teams during the semester)

Mia L Self (mlself3) - *Instructor*

Email: mlself3@ncsu.edu

Phone: 919-515-3147 office

Office Location: Thompson Hall 201

Office Hours: by appointment

Jayme Mellema (jsmellem) - *Instructor*

Email: jsmellem@ncsu.edu

Phone: 919-513-3567 office

Office Location: Thompson Hall 206

Office Hours: by appointment

Student Learning Outcomes: By the end of this course you should be able to:

- Develop and articulate a production concept from performance, design and marketing perspectives
- Organize a production or rehearsal calendar and production budget
- Research, develop, and present a grant proposal
- Engage in the design or rehearsal process and refine creative choices through reflective practice
- Collaborate with members of a team to develop and create a production for a public audience
- Evaluate the production process and the performance product
- Document creative and administrative work in portfolio and resume

Course Description: Presentation of material normally not available in regular course offerings, or offerings of a new course on a trial basis.

Student Studio is a project-based course where students will work as a team to conceptualize, develop, present and evaluate a theatre production. Performance, production and administrative positions will follow professional practices and procedures, including personnel and resources management.

Course Structure:

Project-based structure, supported with developmental activities and mini-lectures. Students will conceptualize, develop and create a performance/production project using defined resources (materials and labor) and funding (“grant proposal” to Alpha Psi Omega, honorary theatre society)

Special Requirements: Students will engage in regular journal writing, associative image journals, written and visual analyses of dramatic texts and performances, and solo and team projects to more deeply grasp the nature of the creative process.

Together we will be exploring previously unvoiced assumptions about what we perceive as “good” direction, “good” design, “good” acting, “good” marketing, and “good” art in conjunction with the One-Act Play Production process. We will disagree about many, many things over the course of this semester. We serve each other best when we are honest about what we see, think, and feel. Together we will work to establish our boundaries and standards for our work together. We’re really excited to see what you produce!

Required Text:

Experimental Theatre: Creating and Staging Texts. Judy E. Yordon. Waveland Press Inc. 1996. ISBN-13: 978-0881339079 or ISBN-10: 0881339075. Amazon Used \$4.25-\$20.00

Backwards and Forwards: A Technical Manual for Reading Plays. David Ball. Southern Illinois University. 1983. ISBN-13: 978-0809311101 or ISBN-10: 0809311100. Amazon \$14.65-\$17.25.

2016 SPRING SEMESTER SCHEDULE: (schedule subject to change)

Week 1	What to expect	Assignments & Exercises
1/8 F	Introduction to the course, your team, University Theatre policies & practices. DO: Collectively create participation and peer evaluation rubric. DO: Finalize Audition dates & location DO: Draft production calendars	DUE: Introduction, include interests and theatre skills Journal entries due weekly!
Week 2		
1/15 F	<i>Experimental Theatre</i> readings DO: Discuss creative concept & performance project	Review UT production policies & practices DUE: Production calendar DUE: Finalize Production Teams Journal entries due weekly!
Week 3		
1/22 F	<i>Experimental Theatre</i> readings DO: Draft Grant Proposal DO: Finalize Audition materials & schedules	DUE: Performance Project & Creative Concept draft Journal entries due weekly!
Week 4		
1/29 F	<i>Experimental Theatre</i> readings DO: Grant Proposal finalized	DUE: Creative concept final & Grant Proposal draft Journal entries due weekly!
Week 5		
2/5 F	DO: Present Grant Proposal	Auditions week! Journal entries due weekly!
Week 6		
2/12 F	<i>Backwards and Forwards</i> reading Rehearsals & Administration/Design Prep	Journal entries due weekly!
<i>Leading Ladies</i> in Titmus Theatre February 11-14		
Week 7		
2/19 F	Rehearsals & Administration/Design Prep	Journal entries due weekly!
<i>Leading Ladies</i> in Titmus Theatre February 17-21		
Week 8		

2/26 F	Rehearsals & Administration/Design Prep DO: Discuss Portfolio & Resume prep	Journal entries due weekly!
Week 9		
3/4	Rehearsals & Administration/Design Prep	Journal entries due weekly!
	<i>Spring Break 3/7-11</i>	
3/11 F	NO CLASS – Spring Break	
Week 10		
3/18 F	Rehearsals & Administration/Design Prep	Journal entries due weekly!
Week 11		
3/25 F	NO CLASS – Spring Holiday	
Week 12		
4/1 F	Rehearsals & Administration/Design Prep	Journal entries due weekly!
Week 13		
4/8 F	Rehearsals & Administration/Design Prep	Journal entries due weekly!
<i>Dr. Jekyll and Mr. Hyde in Titmus Theatre April 7-10</i>		
Week 14		
4/15 F	TECH WEEK	Journal entries due weekly!
<i>Dr. Jekyll and Mr. Hyde in Titmus Theatre April 13-17</i>		
Week 15		
4/22 F	Performance Week TBD	Journal entries due weekly!
Hammies in Titmus Theatre April 20		
FINAL EXAM	TBD	DUE: Portfolio, Resume & Final Reflection DUE: Final Grant Paperwork for APO

It is my intention, as the instructor, to follow all NCSU Academic Policies, Regulations, and Rules. My expectation is that you, the student, will do so as well. These policies can be found at http://www.ncsu.edu/provost/academic_policies/index.html.

FOOD AND DRINK POLICY:

Food is not permitted in the rehearsal room or the theatres at any time. Only drinks in covered containers are permitted in the rehearsal room. Only water in sealed containers is permitted in the theatres.

ASSIGNMENTS: Students will be graded on applied knowledge of the subject through class participation, written assignments, attendance, and class presentations.

Class Participation	10%
Creative Concept (draft & final)	10%
Grant Proposal & Presentation	10%
Production Journal	10%
Peer Evaluation (Team contribution)	10%
Rehearsal/Design/Administrative Preparation Evaluation	10%
Performance Project Evaluation	20%
Self-Reflection Paper	10%
Portfolio & Resume	10%

DESCRIPTION OF ASSIGNMENTS

Class Participation (10%): Your class participation grade will be calculated by your engagement in class discussions and in class exercises. You are expected to prepare for class participation each meeting by dressing in appropriate clothing for your expected work assignment and through reading/assignment preparation as required.

You will be evaluated using a rubric we collectively create on the first day of class during ew

PERSONAL ELECTRONIC DEVICES:

No cell phones, blackberries, iPods, or other media devices may be used for personal use during classes, rehearsals, or performances. Silence or power off any and all devices that make sounds or light up **BEFORE** entering classrooms, rehearsals, and theatres. THERE WILL BE NO EXCEPTIONS. You will be marked as absent for the day if your media device disrupts classes, rehearsals or performances.

Creative Concept (10%): You will develop and present a performance, design, or marketing concept statement which articulates a coherent creative approach to your individual task in the completion of your final performance project. This concept will be supported with textual, literary, critical, market, and creative research as appropriate to the concept.

Grant Proposal & Presentation (10%): Students will craft and present a “grant” proposal to Alpha Psi Omega, theatre honor society, for funding for the performance project. This proposal links the production/creative concept to actual production costs and resources. Teams will present their work to an APO grant committee for funding. Students will also maintain receipts and logs as required by the grant during the process and submit final paperwork to APO on the Final Exam date.

Production Journal (10%): You are required to submit journal entries reflecting on your experiences in class. Using a production / rehearsal schedule as a model, document the activities and work performed during your creative project. Remember to acknowledge the time spent in creative preparation, such as brainstorming, research, and exploration, as well as more structured activities, such as production meetings, rehearsals, crew calls, and

performances. AT MINIMUM – You must document each meeting, rehearsal, and performance of your project.

The entries must be a **minimum of 250** words, submitted to the Moodle site. You may respond directly to the prompt for the week unless you have a pressing issue or concern that you need to process and address through the journal. Journals are evaluated, once the minimum word count is reached, based on the clarity of the observation and the specificity of the content. Submit journals by Friday at 11:55PM for full credit. Late submissions for $\frac{3}{4}$ credit accepted through Tuesday at 11:55PM of the following week. (*FYI: The section on Journals is 152 words*)

Peer Evaluation (10%): You will respond to each member of your team to evaluate their contributions through their chosen tasks for teamwork and collaboration, organization and preparation, efficient use of time and resources, and creative contribution. The class will use a rubric agreed upon during the first week of class. You will evaluate teammates during weeks 9 and 15.

Rehearsal/Design/Administrative Preparation (10%) and Performance Project Evaluation (20%): Your rehearsals, production meetings and product presentations will be evaluated twice during your process to help you refine your approaches through weeks 6 through 14, then again during the actual performance project in week 15. We will use a rubric that parallels the Peer Evaluation rubric created in the first week of class and will speak directly to the choices made as they impact teamwork and collaboration, organization and preparation, efficient use of time and resources, and creative contribution. We will also evaluate your work as expressed in terms of overall performance which gives us the opportunity to address more dispositional and affective feedback.

Self-Reflective Paper (10%): This paper provides you with an opportunity to contextualize your personal and professional experiences during this collaborative experience. The paper will comprise two parts – a personal assessment of your work process and a plan for integrating this new information into your professional work or continuing theatre education. Above all – be specific!

1. Candid assessment of your individual performance during your directing experience. Aim for 500 to 750 words to adequately cover this information.
 - A. What were your most notable strengths?
 - B. Your most significant weaknesses?
 - C. Where is there opportunity for improvement?
2. Articulate how your learning experience will further your future studies and / or professional work. Create a plan integrating this new experience / knowledge – include additional courses you intend to take, additional production or performance opportunities you might pursue, or other experiences, positions, or research you will engage in during the next year.

Portfolio and Resume (10%): Provide samples or examples of your work during your work explain how the sample reflects the work you completed specifically. Some possible examples might be – photos, renderings, production book, video, models, brochures or other documents.

Seek to adequately demonstrate the process of your work from beginning to completion. Think in terms of a portfolio that you might share with an employer. We will outline the structure in class and on Moodle. Your final product will be suitable for submission for professional theatre work and may be, we hope, applicable to your professional development regardless of discipline.

LATE ASSIGNMENTS

All written assignments must be turned into the instructor or Moodle site on the day they are due. Two (2) points are deducted for e-mailed papers. Please submit in standard Word format. Please check the Moodle site for this information.

Late written assignments will not be accepted for unexcused absences, beyond the late submission date listed in Moodle with a 20% reduction in credit. In the case of an emergency absence/excused absence, a delayed due date for a written assignment or a class presentation may be requested in writing on or before the day the student returns to class. The new due date will be determined by the instructor. A class presentation that is missed due to an excused absence will be rescheduled at the instructor’s discretion. A class presentation that is missed due to an unexcused absence will not be rescheduled.

Criteria for Grading:

A+	97-100	B+	87-89	C+	77-79	D+	67-69
A	93-96	B	83-86	C	73-76	D	63-66
A-	90-92	B-	80-82	C-	70-72	D-	60-62
		F	below 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>. Cannot be counted as GEP if taken for Credit-Only.

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>.

Attendance Policy

In addition to the policies listed at this website,

http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.3.php, the

Absences Policy

Attendance in the course is essential to success in the course. Excused absences must be submitted at the beginning of the semester or at least one week before the absence. Absences due to emergency must be documented with the instructor not more than one week after the student returns from absence. Only excused and emergency absences will be able to make-up assignments. Make-up work will be by appointment with instructor. Students are allowed a maximum of 1 absence for the semester before the final grade will be lowered by 3 points per absence.

No student may be absent (whether unexcused or excused) more than 25% of the scheduled meeting times.

More than 15 minutes tardy will count as an absence.

Excused absences must be submitted in writing within the first two weeks of the semester if they are pre-determined. All others must be submitted at least one week prior to the absence. Emergency absences must be documented with the instructor not more than one week after the student returns from the absence.

Makeup Work Policy

A class presentation that is missed due to an excused absence will be rescheduled at the instructor's discretion. A class presentation that is missed due to an unexcused absence will not be rescheduled.

Additional Excuses Policy

None.

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.

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>.

We are committed to making attendance at University Theatre productions and involvement in the productions themselves available to all students. Please ask for accommodations for auditions, crew assignments, and theatre attendance. If you have questions, please contact me, University Theatre staff, or Ticket Central.

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.

Requisites and Restrictions

Prerequisites

None.

Recommended completion of THE 103 Introduction to Theatre, THE 203 Theory and Practice of Acting, and THE 223 Stagecraft.

Co-requisites

None.

Restrictions

Instructor permission.

USC 111: Strategies for College Success

Course Inventory Change Request

In Workflow

1. 24FYC UnderGrad Head (carrie_mclean@ncsu.edu)
2. DASA CC Coordinator UG (kkharris@ncsu.edu)
3. DASA CC Meeting UG (kkharris@ncsu.edu)
4. DASA CC Chair UG (sean_cassidy@ncsu.edu)
5. DASA Final Review UG (kkharris@ncsu.edu)
6. DASA Dean UG (mike.mullen@ncsu.edu)
7. OUCC Review (gmneugeb@ncsu.edu)
8. UCCC Coordinator (gmneugeb@ncsu.edu)
9. UCCC Meeting (gmneugeb@ncsu.edu)
10. UCCC Chair (despain@ncsu.edu)
11. OUCC Final Signature (barbara_kirby@ncsu.edu)
12. OUCC Final Review (gmneugeb@ncsu.edu)
13. PeopleSoft (lamarcus@ncsu.edu; blpearso@ncsu.edu; Charles_Clift@ncsu.edu; Idmihalo@ncsu.edu; jmharr19@ncsu.edu; Tracey_Ennis@ncsu.edu)

Approval Path

1. Mon, 28 Sep 2015 21:51:56 GMT
Carrie McLean (cfmclean): Approved for 24FYC UnderGrad Head
2. Tue, 13 Oct 2015 14:27:47 GMT
Kasey Harris (kkharris): Approved for DASA CC Coordinator UG
3. Tue, 13 Oct 2015 14:41:55 GMT
Kasey Harris (kkharris): Approved for DASA CC Meeting UG
4. Wed, 14 Oct 2015 13:43:10 GMT
Sean Cassidy (smcassid): Approved for DASA CC Chair UG
5. Wed, 14 Oct 2015 14:56:51 GMT
Kasey Harris (kkharris): Approved for DASA Final Review UG

New Course Proposal

Date Submitted: Mon, 28 Sep 2015 19:53:58 GMT

Viewing: USC 111 : Strategies for College Success

Changes proposed by: kbouting

Course Prefix

USC (University Studies Course)

Course Number

111

Cross-listed Course

No

Title

Strategies for College Success

Abbreviated Title

Strategies for College Success

College

Division of Academic and Student Affairs

Academic Org Code

First Year College (24FYC)

CIP Discipline Specialty Number

CIP Discipline Specialty Title

Term Offering

Fall, Spring and Summer

Year Offering

Offered Every Year

Effective Date

Spring 2015

Previously taught as Special Topics?

Yes

Number of Offerings within the past 5 years

2

Course Prefix/Number	Semester/Term Offered	Enrollment
USC 298	Spring 2015	29
USC 298	Fall 2015	12

Course Delivery

Face-to-Face (On Campus)

Grading Method

Letter Grade Only

Credit Hours

1

Course Length

15

weeks

**Contact Hours
(Per Week)**

Component Type	Contact Hours
Lecture	15

Course Attribute(s)

Course Is Repeatable for Credit

No

Instructor Name

Victoria Silvestri

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	30	15	Yes	N/A

Course Prerequisites, Corequisites, and Restrictive Statement

Restriction: Department Consent Required

Is the course required or an elective for a Curriculum?

No

Catalog Description

Policy and resource knowledge, practical skills, assessment of major fit, and strategies to improve academic standing. Students will address the academic and personal challenges that may have impacted progress towards their chosen degree. Course components include classroom discussion, self-assessment, personal reflection, and instructor meetings. This course is intended for students readmitted on academic probation.

Justification for new course:

This course provides academic support and skill-building to students who are continuing after an academic suspension. It addresses such issues as: low non-cognitive factors (resiliency, organizational skills, communication skills, self-control, self-regulation, etc.), academic major mismatch, and inadequate study skills. Students indicate that these issues are huge factors in their academic difficulties.

This course gives students a structured environment in which they can learn success strategies and reflect on their academic path. It brings key resources to the student in order to improve their chances of success.

The new suspension and continuation regulation (REG 02.05.01, 4/28/15) allows suspended students an immediate appeal to continue without time away. This may mean that they have not had the time to truly reflect on the factors that contributed to their difficulties, or to develop a comprehensive plan for success upon returning to campus. The first offering of this course was a part of a pilot program requested by EMAS to support this population of students. Suspended student data clearly indicates the need for some intervention in order to improve the likelihood of future success and degree completion.

Does this course have a fee?

No

Is this a GEP Course?

No

Consultation**Instructional Resources Statement**

The current instructor will teach all sections as a part of her regular course load. The instructor is working closely with several campus offices, such as the Counseling Center, to secure guest speakers and structured opportunities for students to engage with these offices. No new resources required.

Course Objectives/Goals

This course is designed to assist undergraduate students with acquiring policy and resource knowledge, practical skills, and strategies to improve their academic standing at NC State University. Students will address the academic and personal challenges that may have impacted progress towards their chosen degree.

Student Learning Outcomes

Upon completion of this course, students will:

-
- Develop an Academic Success Plan documenting their growth and improvement needs, strategies for academic success, and short and long-term academic and personal goals.
-
- Identify strategies to build academic skills, including time management and study skills, that they can implement to improve their academic standing.
-
- Identify campus resources to support their academic and personal growth.
-
- Accurately perform GPA projection calculations and understand the impact of their course grades on their academic standing.
-
- Identify and apply academic policies and regulations important to progress and academic recovery.
-
- Identify majors and careers that would be potential good fits based on academic performance, interests, abilities, experiences, and values.
-

Student Evaluation Methods

Evaluation Method	Weighting/Points for Each	Details
Project	125	Part I – Academic History and Behaviors (20) Part II – Meeting with Instructors (15) & Behavioral Self-Assessment (20) Part III – GPA Calculation (15) & Goals (20) Part IV – Advisor Meeting (15) Part V – Strong Interest Inventory Reflection (20)
Written Assignment	105	This is a mix of in-class and out-of-class work: Self-Assessment (5) Discover Questions (10) Syllabus Assignment (20) ONE Word Assignment (5) Instructor Meeting (10) Academic Update Report #1 (15) Academic Update Report #2 (15) Various In-Class Assignments / Reflections (25) (5 points each) • Healthy Relationships Reflection • Reality Check Reflection • Recreation Reflection • Stress Management Reflection • Strengths Reflection
Oral Presentation	35	Mid-term Presentation (Personal Strengths)
Other	35	Final Conference

Topical Outline/Course Schedule

Topic	Time Devoted to Each Topic	Activity
Introductions, Academic Success Plan Part 1 (Academic History & Behaviors)	Week 1	• Introductions / Ball of Questions • Academic Recovery Program • Course Syllabus & Course Schedule • Academic Success Plan Part 1 • Complete Self-Assessment – bring results to class next time • Counseling Center Guest – Mary Baker: Academic Specialist

Academic Success Plan Part 2 (Instructor Meetings & Self Assessment)	Week 2	<ul style="list-style-type: none"> • Class Activity – Academic Success Plan Part 2 <ul style="list-style-type: none"> o Meeting with Instructors o Email / Etiquette • Syllabus Assignment o Academic Update Report • Video: Ted Talk – Grit
Academic Success Plan Part 3 (GPA and Goals)	Week 3	<ul style="list-style-type: none"> • Academic Success Plan – Part III <ul style="list-style-type: none"> o GPA Calculation • Academic Success Plan – Part III <ul style="list-style-type: none"> o Goal-Setting Strategies • Goal Setting Assignment (in class, submit on Moodle) • Strong Interest Inventory Overview
Time Management & Motivation	Week 4	<ul style="list-style-type: none"> • Guest Speaker: Counseling Center - Time Management / Academic Motivation • Apps for success
Alcohol and Substance Abuse Prevention	Week 5	<ul style="list-style-type: none"> • Guest Speaker: Chris Austin: Coordinator: Alcohol and Substance Abuse Prevention
Healthy Relationships	Week 6	<ul style="list-style-type: none"> • Guest Speaker: Rose Jerome: Counseling Center – Healthy Relationships • Healthy Relationships Reflection (5 points)
Strong Interest Inventory	Week 7-8	<ul style="list-style-type: none"> • Strong Interest Inventory Part I • Strong Interest Inventory Part II • Occupational Outlook Handbook • Resources for Exploring Majors / Minors
Mid-Semester Assessment and Registration Prep	Week 9	<ul style="list-style-type: none"> • Academic Policies • Reality Check • Reality Check Reflection • Academic Success Plan Part IV <ul style="list-style-type: none"> o Preparing for Registration Advising
Wellness and Academic Success	Week 10	<ul style="list-style-type: none"> • Guest Speaker – Stacy Connell – Recreation • Recreation Reflection
Strengths	Week 11	<ul style="list-style-type: none"> • Dreams / Strengths <ul style="list-style-type: none"> o Trombone Player Wanted • Review of Mid-term Presentation (Strengths)
Stress Management	Week 12	<ul style="list-style-type: none"> • Guest Speaker – Noah Martinson: Counseling Center – Stress Management • Stress Management Reflection
Midterm Presentations	Week 13	<ul style="list-style-type: none"> • Midterm Presentation <ul style="list-style-type: none"> o Personal Strengths (35 points)
Personal Responsibility	Week 14	<ul style="list-style-type: none"> • Victim vs. Creator • “Don’t Settle” Questions • Reflection
Evaluations and Reflection	Week 15	<ul style="list-style-type: none"> • Semester reflection

Syllabus

Revised Course Schedule - USC 298 2015 (1).docx
USC 298 Course Syllabus - 2015 (2).docx

Additional Documentation

Additional Comments

Course Reviewer Comments

kkharris (Tue, 13 Oct 2015 14:41:52 GMT): Approved at University College CCC on 10/13/15.

Key: 7978

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

This schedule is subject to change as needs arise.

CLASS	DATE	CLASS ACTIVITIES & ASSIGNMENTS	HOMEWORK & ANNOUNCEMENTS
1	Aug 19	<p>TOPIC: Academic Success Plan Part I (Academic History and Behaviors)</p> <p>AGENDA:</p> <ul style="list-style-type: none"> • Introductions / Ball of Questions • Academic Recovery Program and USC 298 • Course Syllabus & Course Schedule • Academic Success Plan Part 1 • Complete Self-Assessment – bring results to class next time • Counseling Center – Mary Baker: Academic Specialist 	<p>HOMEWORK:</p> <ul style="list-style-type: none"> • Complete Self-Assessment – bring printed results to class (due Aug. 26th) • Discover Questions – Respond on Moodle
2	BRING LAPTOP Aug 26	<p>TOPIC: Academic Success Plan Part 2 (Instructor Meetings and Self-Assessment)</p> <p>DUE: Printed ON COURSE Self-Assessment results (5 points) DUE: Discover Questions (5 points)</p> <p>AGENDA:</p> <ul style="list-style-type: none"> • Class Activity – Academic Success Plan Part 2 <ul style="list-style-type: none"> ○ Meeting with Instructors ○ Email / Etiquette • Syllabus Assignment <ul style="list-style-type: none"> ○ Academic Update Report • Video: Ted Talk – Grit (timing?) 	<p>HOMEWORK:</p> <ul style="list-style-type: none"> • Syllabus Assignment due September 2nd (Submit on Moodle) <p>ANNOUNCEMENT: August 25, 2015 - Last day to add a course without permission of instructor. MyPack Portal closes for adds at 11:59 p.m. (After this day, please contact the instructor in order to add a class.)</p> <p>ANNOUNCEMENT: September 1, 2015 - Census Date/Official Enrollment Date: Last day to add a course with permission of instructor. Last day for tuition refunds due to dropping a course or changing from credit to audit. Last day for undergraduate students to drop below 12 hours or to drop a course without a W grade.</p>
3	BRING LAPTOP Sept 2	<p>TOPIC: Academic Success Plan Part 3 (GPA and Goals)</p> <p>DUE: Syllabus Assignment due – on Moodle (20 points)</p> <p>AGENDA:</p> <ul style="list-style-type: none"> • Academic Success Plan – Part III <ul style="list-style-type: none"> ○ GPA Calculation • Academic Success Plan – Part III <ul style="list-style-type: none"> ○ Goal-Setting Strategies • Goal Setting Assignment (in class, submit on Moodle) • ONE WORD assignment • Strong Interest Inventory Overview 	<p>HOMEWORK:</p> <ul style="list-style-type: none"> • ONE WORD Assignment (Submit on Moodle) – due Sept. 9th • Take the Strong Interest Inventory by Sept. 16th • Academic Update Report #1 due September 23rd (Submit on Moodle)

4	Sept 9	<p>TOPIC: Time Management and Motivation</p> <p>DUE:</p> <ul style="list-style-type: none"> • ONE WORD (5 points) <p>AGENDA:</p> <ul style="list-style-type: none"> • Academic Success Plan – Part 2 cont'd <ul style="list-style-type: none"> ○ Self-Assessment • Academic Policy Review • Guest Speaker: Counseling Center - Time Management / Academic Motivation 	<p>HOMEWORK:</p> <ul style="list-style-type: none"> • Take the Strong Interest Inventory by Sept. 16th • Academic Update Report #1 due September 23rd (Submit on Moodle)
5	Sept 16	<p>TOPIC: Alcohol and Substance Abuse Prevention</p> <p>DUE:</p> <ul style="list-style-type: none"> • Strong Interest Inventory <p>AGENDA:</p> <ul style="list-style-type: none"> • Guest Speaker: Chris Austin: Coordinator: Alcohol and Substance Abuse Prevention 	<p>HOMEWORK:</p> <ul style="list-style-type: none"> • Academic Update Report #1 due September 23rd (Submit on Moodle)
6	Sept 23	<p>TOPIC: Healthy Relationships</p> <p>DUE:</p> <ul style="list-style-type: none"> • Academic Update Report #1 due (Submit on Moodle) – (15 points) <p>AGENDA:</p> <ul style="list-style-type: none"> • Guest Speaker: Rose Jerome: Counseling Center – Healthy Relationships • Healthy Relationships Reflection (5 points) 	<p>HOMEWORK:</p> <ul style="list-style-type: none"> • Academic Update Report #2 due November 4th (Submit on Moodle) • Schedule Individual Instructor Meeting
7	Sept 30	<p>TOPIC: Strong Interest Inventory</p> <p>DUE:</p> <ul style="list-style-type: none"> • Individual Instructor Meeting (10 points) <p>AGENDA:</p> <ul style="list-style-type: none"> • Strong Interest Inventory Part I 	<p>HOMEWORK:</p> <ul style="list-style-type: none"> • Strong Reflection due October 14th (Submit on Moodle) • Academic Update Report #2 due November 4th (Submit on Moodle) <p>ANNOUNCEMENT: October 2, 2015 - Schedule for 2016 Spring Semester published</p>
8	BRING LAPTOP Oct 7	<p>TOPIC: Strong Interest Inventory</p> <p>AGENDA:</p> <ul style="list-style-type: none"> • Strong Interest Inventory Part II • Occupational Outlook • Resources for Exploring Majors / Minors 	<p>HOMEWORK:</p> <ul style="list-style-type: none"> • Strong Reflection due October 14th (Submit on Moodle) • Academic Update Report #2 due November 4th (Submit on Moodle) <p>ANNOUNCEMENT: October 8-9, 2015 – Fall Break</p>

9	BRING LAPTOP Oct 14	<p>TOPIC: Mid-Semester Assessment and Registration Prep</p> <p>DUE:</p> <ul style="list-style-type: none"> Strong Reflection due October 14th (Submit on Moodle) (25 points) <p>AGENDA:</p> <ul style="list-style-type: none"> Academic Policies Reality Check Reality Check Reflection Academic Success Plan Part IV <ul style="list-style-type: none"> Preparing for Registration Advising 	<p>HOMEWORK:</p> <ul style="list-style-type: none"> Registration Advising – Semester plan for Spring 2016 / Fall 2016 due (Submit via Moodle) Academic Update Report #2 due November 4th (Submit on Moodle) <p>ANNOUNCEMENT: October 16, 2015 – Drop/Revision Deadline: MyPack Portal closes for student-initiated schedule revisions at 11:59 p.m. All schedule revisions made after this date will require a Schedule Revision form for processing. Last day to change to credit only at ALL levels. Last day for graduate and associate students to withdraw or drop a course, without a W grade, or to change from credit to audit.</p>
10	Oct 21	<p>TOPIC: Wellness and Academic Success</p> <p>DUE:</p> <ul style="list-style-type: none"> ASP Advisor Meeting – Semester plan for Spring 2016 / Fall 2016 due (Submit via Moodle) – (15 points) <p>AGENDA:</p> <ul style="list-style-type: none"> Guest Speaker – Stacy Connell – Recreation Recreation Reflection 	<p>HOMEWORK:</p> <ul style="list-style-type: none"> Academic Update Report #2 due November 4th (Submit on Moodle)
11	Oct 28	<p>TOPIC: Strengths</p> <p>AGENDA:</p> <ul style="list-style-type: none"> Dreams / Strengths <ul style="list-style-type: none"> Trombone Player Wanted Definitions of Strengths Review of Mid-term Presentation – Strengths 	<p>HOMEWORK:</p> <ul style="list-style-type: none"> Academic Update Report #2 due November 4th (Submit on Moodle)
12	Nov 4	<p>TOPIC: Stress Management</p> <p>DUE:</p> <ul style="list-style-type: none"> Academic Update Report #2 due (15 points) <p>AGENDA:</p> <ul style="list-style-type: none"> Guest Speaker – Noah Martinson: Counseling Center – Stress Management Stress Management Reflection 	<p>HOMEWORK:</p> <ul style="list-style-type: none"> Schedule Final Conference Meetings – Due Nov. 11th Final Academic Success Plan due during Instructor Meeting
13	Nov 11	<p>TOPIC: Midterm Presentations</p> <p>DUE:</p> <ul style="list-style-type: none"> Schedule Final Conference Meeting <p>AGENDA:</p> <ul style="list-style-type: none"> Midterm Presentation <ul style="list-style-type: none"> Class Dream Activity (35 points) 	<p>HOMEWORK:</p> <ul style="list-style-type: none"> Final Conference Meetings (November 16th – December 4th) Final Academic Success Plan due during Final Conference Meeting

14	Nov 18	<p>TOPIC: Personal Responsibility</p> <p>AGENDA:</p> <ul style="list-style-type: none"> • Victim vs. Creator • Dealing with the “lows” • “Don’t Settle” Questions • Reflection 	<p>HOMEWORK:</p> <ul style="list-style-type: none"> • Final Conference Meetings (November 16th – December 4th) • Final Academic Success Plan due during Final Conference Meeting <p>ANNOUNCEMENT: November 25-27, 2015 – Thanksgiving Vacation for students; no classes</p>
15	Nov 25	<p>Thanksgiving Holiday</p>	<p>HOMEWORK:</p> <ul style="list-style-type: none"> • Final Conference Meetings (November 16th – December 4th) • Final Academic Success Plan due during Final Conference Meeting <p>ANNOUNCEMENT: November 30-December 4, 2015 – “Last Week of Semester”: December 4, 2015 – Last Day of Classes</p>
16	Dec 2	<p>TOPIC: Evaluations and Reflection</p> <p>AGENDA:</p> <ul style="list-style-type: none"> • Class Evaluation and Personal Assessment 	<p>HOMEWORK:</p> <ul style="list-style-type: none"> • Final Conference Meetings (November 16th – December 4th) • Final Academic Success Plan due during Final Conference Meeting <p>ANNOUNCEMENT: December 8-16 - Final Exams</p>