

Council on Undergraduate Education 2013-2014**CUE AGENDA**

Quorum: 13

Date: March 7, 2014**Location:** Park Shops Room 201Minutes Recorder:**Time:** 1:30-3pm

Gina Neugebauer

Call to Order

*Welcome and Introductions - Chair, Dr. James Knopp

*Remarks from Dr. Barbara Kirby - Associate Vice Provost, Academic Programs and Services

Approval of Minutes

Approval of Minutes of the February 21, 2014 Meeting

Courses for GEP Category - New GEP designation

<u>Presenter:</u>	<u>Reviewers</u>	<u>GEP List</u>	<u>Title:</u>	<u>Notes:</u>
Young	Heitman, Buie, Emigh	IP	IPGE 295/COM 498 - Advanced Topics in Communications:: Family Connections in the Digital Age	GEP Special Topic (1st Offering) No Pre-reqs/Maymester course
Young	Stoller, Domingue, Vick	HUM, GK	HUMG 295/HI 298 - The Vietnam War on Film	GEP Special Topic (1st Offering) No Pre-reqs
Isaacson	Crockett, Parish, Levine	USD	PS/WGS 418 - Gender, Law, and Policies	Pre-req: 3 hours Political Sci
Young	Williams, Burton, Schmidt	IP, GK	*IDS 310 - Animals in the Global Community (<i>Apprvd by CUE at 2/21 mtg as IPGK 295 sptps offering</i>)	Restr: Junior Standing or higher
McGowan	Vick, Nowel, Hergeth	IP	*LSC 101 - Critical and Creative Thinking in the Life Sciences	2 credits; Restr to LSC First Year students with possible option for Spring term registration to non-LSC students

Courses for GEP Category - Review to remain on GEP list(s)

<u>Presenter:</u>	<u>Reviewers</u>	<u>GEP List</u>	<u>Title:</u>	<u>Notes:</u>
Isaacson	Nowel, Keene, Hemenway	GK, SS	SOC 351 - Population and Planning	Pre-req: 200-level SOC course
Domingue	McGowan, Parish, Keene	HES	*HESA 223 - Lifeguard Training	Pre-req: HESA 221 or equivalent skill
Domingue	Isaacson, Crockett, Vick	VPA	*DAN 272 - Dance Composition	Pre-req: HESD 264 or HESD 274

*These actions are pending UCCC approval at the March 5, 2015 meeting.

Drop from GEP List

<u>Presenter:</u>	<u>Reviewers</u>	<u>GEP List</u>	<u>Title:</u>	<u>Notes:</u>
Isaacson	Rogers, Stoller, Hergeth	IP	SOC 450 Environmental Sociology	Remain as course offering; dropping IP designation

Announcements

Comprehensive Articulation Agreement 2014 approved [See attachment]

CUE Minutes-February 21, 2014
 Park Shops 201
 Call to Order: 1:30pm

Voting Members Present (Quorum present: 18) Chair James Knopp; Timothy Buie; Donna Burton; Ted Emigh; Maria Crockett; Peggy Domingue; Joshua Heitman; Cynthia Hemenway; Helmut Hergeth; Nathaniel Issacson; Cynthia Levine; Herle McGowan; Andy Nowel; David Parish; Adam Rogers; Ingrid Schmidt; Candace Vick; Karen Young

Ex-Officio Non-Voting Members Present: Michelle Johnson; Barbara Kirby; Melissa Williford

Members Absent: Catherine Freeman (E); Jessica Jameson (E); Jesse Jur; Karen Keene (E), Aaron Stoller (E); Robert Warren; Paul Williams; Carrie Zelna (E)

Guests: Deborah Acker (General Shelton Leadership Center), Tricia Buddin (CALs-Dean's Office), Stephany Dunstan (DASA-Assessment), Lisa Guion Jones (CALs-Dean's Office), Nell Kriesberg (CHASS-Interdisciplinary Studies), Carol Ann Lewald (CHASS-Interdisciplinary Studies)

WELCOME AND INTRODUCTIONS

Welcome and Introductions:

The meeting was called to order at 1:30pm in Park Shops 201. Chair Knopp welcomed the committee, calling the meeting to order at 1:30 pm in Park Shops 201. He welcomed the guests in attendance: Deborah Acker (General Shelton Leadership Center), Tricia Buddin (CALs-Dean's Office), Nell Kriesberg (CHASS-Interdisciplinary Studies), and Carol Ann Lewald (CHASS-Interdisciplinary Studies).

Remarks from Associate Vice Provost Academic Programs and Services, Barbara Kirby:

Dr. Kirby welcomed the council and visiting guests. She explained to the committee that Catherine Freeman, Director of the *Office of Undergraduate Courses & Curricula and University Academic Standards*, is currently out on medical leave. She does not anticipate Catherine returning until after Spring Break (March 10th-14th). Dr. Kirby emphasized to the committee that Catherine is recuperating nicely. Dr. Kirby explained that due to the inclement weather during the month, UCCC was backed up on actions. To alleviate this issue, UCCC had a makeup meeting on 2.19.2014 so that actions could be brought forward that were intended for implementation for Fall 2014. This meant that there was not a week to turn over the actions to CUE. Dr. Kirby apologized for the constrained time, but thanked the Council's willingness to assist with these courses so that they could be scheduled for the fall semester.

Dr. Kirby updated the committee on the SACS process. The visiting team from SACS will be on campus March 16th - 19th. Karen Helm (*Institutional Research and Planning*) gave some ideas and examples as to what the onsite visit will entail. In terms of the curriculum core requirements, NCSU's were deemed acceptable, and an additional report is not needed. While these were fine for SACS, NCSU will need to provide explanation on the relationship between federal standards and university standards for courses and curricula. NCSU uses federal standards for several aspects of its curricula, with an example being how NCSU uses the federal standard on how to calculate a credit hour. Dr. Kirby asked members that are involved in their college/department curriculum, to keep some of the time open March 16th-19th in case the SACS team has questions. The SACS team will select individuals that they would like to speak to; this could mean an undergraduate program coordinator, an Associate Dean of a college, or faculty from a department. Dr. Kirby explained that Distance Education is a focus of SACS, noting that the offsite team will go to four of the off campus sites. She urged the committee to review the [Reaffirmation of Accreditation](#) website to better understand the SACS process. Michelle Johnson explained that a few courses were sent back for further explanation by SACS, but that is typical during a SACS review. She noted that NCSU is addressing all of the questions that SACS had in their initial review. Additionally, she explained that a task force was established by the Provost, to look at the Special Programs and non-traditional programs offered by NCSU - these are programs offered at NC State that do not fit into the standard degree programs offered by NCSU, an example being [GTI](#), [Dual-Degree](#) with other institutions. The task force has compiled an inventory of the programs and provided feedback, including proposed changes, to the Provost's office. Some of the information provided included, but was not limited to: How students are able to access SIS. How students are enrolled in courses. How programs are built in SIS. How tuition is compiled for students. Michelle Johnson explained that the ultimate goal is to be able to track this information.

Approval of the Minutes from January 24, 2014 Meeting: A motion was made and seconded to approve the Minutes as presented. Without discussion, the motion was **APPROVED** unanimously.

NEW BUSINESS

Courses for GEP Category- New:

- > IPGK 295 Animals in the Global Community-IP, GK-APPROVED unanimously.
Discussion: The presenter explained that that it went from IDS 310 to a GEP Shell Course, IPGK 295 for review for CUE. She explained that the course is a co-taught with two instructors. In addition to the two instructors, the course will have guest lecturers from a variety of disciplines, including, but not limited to: Animal Science, Forestry, and Medicine. One member noted that the course has a junior standing restrictive statement and if it applied to only CHASS majors. The instructor explained that the course requires a certain amount of intellectual rigor, and that in her experience juniors display this better. Another member had a concern about the learning objectives and whether the measures were specific enough to meet the objectives. The presenter explained that several of the Tool Kit exercises would measure to the objectives. The instructor explained that the assessments are tied to the weekly assignments found in the Tool Kit. Dr. Kirby explained to CUE that in its review of IDS 310 *Animals in the Global Community*, UCCC noted that it could be a little more focused in terms of the measurement. Dr. Knopp explained to the instructors that the review for courses in the GEP Shell category are not as rigorous, and so when the course is brought back to CUE as a permanent offering, the council may go into more depth in its review process. Without any additional discussion, the action was **APPROVED** unanimously.
- > WGS 220 Men and Masculinity-USD-APPROVED unanimously without discussion.
- > ALS 103 Freshman Transitions and Diversity in Agriculture and Life Sciences-USD-APPROVED 16 in favor, 1 not in favor
Discussion: The presenter explained that the course is required for all freshman CALS majors, and provides them with information regarding careers in their majors, and introduction to college and expectations, and will now include diversity. One of the members assigned to review the action noted that there had been a sufficient change in the content to meet the objectives. One member had a question has a question about the source content and how the instructors would implement this in the classroom. Tricia Buddin, one of the instructors, explained that her group met with the [OIED](#) discussing how to integrate the objectives of diversity into the course. OIED teaches a six week [workshop](#) that the instructors of ALS 103 and ALS 303 have been taking. Tricia Buddin explained that they will be finished with this workshop before the start of the Fall semester when the courses would be taught. She explained that ALS 103 will have articles, case studies, and activities that all incorporate diversity and communication among the class. One member, who is a member of NCBI ([National Coalition Building Institution](#)) asked Ms. Buddin who the guest lecturers would be coming into speak to the classes. She explained that PCOM's course M 100, uses professional guest lecturers who have interesting stories and techniques that put a face to diversity. A member whose department has a similar course, USC 101, explained that their text provides this diversity and interdisciplinary aspects. Tricia Buddin explained that guest lectures will come in, to provide their own experiences and expertise. In addition, students will be asked to work in small groups, and will express their own self-reflections. Some of this will be in the hands of students who will illustrate the diversity amongst themselves in small groups. Without any additional discussion the action was **APPROVED**.
- > ALS 303 Transfer Transitions and Diversity in Agriculture and Life Sciences-USD- APPROVED 16 in favor, 1 not in favor
Discussion: As the transfer student version of ALS 103, the committee mentioned that it had similar concerns. Without any further discussion, the action was **APPROVED**.

Courses for GEP Category- Review:

- > HA 410 History of the Art of Photography-VPA-APPROVED; 13 in favor, 1 not in favor
Discussion: The presenter explained that the course is a History course that was originally HA 310, but due to the

educational rigor, it has been increased to 410 to better reflect the coursework, as students were struggling at the 310 level. One member noted that he was concerned with a 400 course as a General Education course noting that History has more courses at the 400 level than any other department on campus on the GEP list. He asked if a 400 level course should be on the GEP? Another member explained that the course was not accurately reflecting the coursework in the class. The change in number is to accurately convey to the students that this course will be more in-depth. She noted that the council keeps returning to the question ‘Introductory versus General’? She views it as a definitional issue. Some view courses in General Education to mean a broad interest to all people should also then be introductory. She explained that the pre-requisite for the course was to have taken one Humanities course. This would mean that a student could take their first Humanities GEP requirement, and then take HA 410 as their second without additional coursework to fulfill the requirement. She believes that students will want to be intellectually challenged if they are taking their GEP courses as upper classmen. She also explained that the History Department uses a different numbering system that does not have any 100-level courses, so this also plays a factor in the numbering of their courses. A different member asked if the course will require some familiarity of Humanities and/or Art Studies. Will the students get enough out of their 3 hour pre-requisite to understand the concepts in the coursework? A CHASS representative noted that the instructor has found that students that have not had any previous Humanities coursework, are finding that students struggle with understanding basic concepts and methodologies common across Humanities. The instructor teaches a number of Art History courses, and has been at NCSU for a long time, and so her experience is informing this decision. A member asked if the 3 hour pre-requisite was enough to indicate to potential students the rigor involved in the course without changing the numbering. A different member explained that the renumbering indicates to students what expectations they should have for the course. The presenter explained that in his experience, it is harder to get a class approved if there are multiple pre-requisites. He noted that this pre-requisite does not have any hidden pre-requisites, and so it is simply one restrictive statement and one pre-requisite. Other members agreed that they do have senior students fulfilling their GEP courses during their last undergraduate year. Chair Knopp raised the question, ‘Would the average student be able to complete their GEP requirements, by the end of the sophomore year?’ If that is the expectation, does that fall into appropriateness for sophomores? Another member explained that this is not always the case with majors, because seniors are taking courses during their senior year. Space is limited for the lower level GEP courses, and this has emerged as an issue. Dr. Kirby explained that with the upcoming *Revised CAA*, incoming community college transfer students will complete the lower level division GEP courses coming into NCSU. The student that is at NC State from their freshman to senior year will have a different experience with this. Another member noted that students are not expected to take a 400 level HES course their senior year; they take the same 100 and 200 level that their freshman peers do. One member noted that this discussion should be one that may need further attention, and could possibly be a focus of the next academic year. Dr. Kirby agreed, noting that she still has students submitting requests for GEP waivers, because they do not want to take a 400 level course to fulfill a GEP requirement during their senior year. Without any additional discussion, the course was **APPROVED**.

- > **THE 203 Theory and Practice of Acting-VPA-APPROVED**; 13 in favor, 2 abstentions

Discussion: One member noted that she needed a clarification for intellectual curiosity and explained that the course seems to focus on the aesthetics, but lacking aspects of cultural and historical dimensions. She stressed, that she is not familiar with this field, and so she requested someone from Design or a similar college help her to understand if the course met the objectives. A member from Design noted being able to evaluate based on techniques and forms that can be controlled by an artist. He noted that it made sense to him. He explained that a framework is established at the start of a topic that includes cultural and historical information. One member pointed out that monologues involves more than just technique; one has to pick out the monologue and there are other factors involved in the topic of monologue. Without any further discussion, the action was **APPROVED**.

- > **IPGE 295 Introduction to Gerontology: An Interdisciplinary Field of Practice-IP, Second offering-APPROVED** unanimously without discussion.

- > **IPGE 295 Science as a Profession-IP, Second offering-APPROVED**; 16 in favor, 1 abstention

Discussion: One member asked if the course would be using the summer reading selection from Summer 2013, [*The Alchemy of Air by Thomas Hager*](#). Dr. Kirby explained that the second offering of this course will be using the Summer 2014 common reading course, as it also relates to science. The committee questioned if every time this course was offered it would match the summer reading selection for that year. They expressed concerns that a summer

reading course may not adequately tie the expectations of Science as a Profession to each year's summer reading. One member noted that she was unsure that the Communications portion of the course was accurately represented. The committee agreed that should this course come forward as a permanent offering, the concerns mentioned will need to be addressed. Without any further discussion, the action was **APPROVED**.

- > IPGE 295 Critical and Creative Decision Making Models-IP, Second offering- **APPROVED** unanimously without discussion.

Meeting adjourned at 2:51pm.

Respectfully submitted by Gina Neugebauer

Course Action Short Form for GEP Interdisciplinary Perspectives (IP)

Department(s)/Program	Communication	New to GEP: x
Course Prefix/Number (include crosslisted prefix)	COM 498	Review for GEP: <input type="checkbox"/>
If Special Topics, list GEP special topics prefix/#: (ex: HUMG)	IPGE 295	Special Topics: <input type="checkbox"/>
Course/Topic Title	Advanced Topics in Communication: Family Connections in the Digital Age	
Instructor Name/Title	Elizabeth A. Craig, PhD, Assistant Professor	
<p>To assist CUE in evaluating this course for inclusion on the <i>Interdisciplinary Perspectives</i> list, please provide answers to the following questions and <u>attach to form</u>.</p> <ol style="list-style-type: none"> 1. Which disciplines will be synthesized, connected, and/or considered in this course? 2. How will the instructor present the material so that these disciplines are addressed in a way that allows the students "to integrate the multiple points of view into a cohesive understanding"? <p>* For more detail about the rationale for the IP requirement including the category requirement and design criteria for IP courses, go to http://oucc.ncsu.edu/gep-ip</p>		
<p>Each course in <i>Interdisciplinary Perspectives</i> will provide instruction and guidance that help students to:</p> <ol style="list-style-type: none"> 1. Distinguish between the distinct approaches of two or more disciplines; and 2. Identify and apply authentic connections between two or more disciplines; and 3. Explore and synthesize the approaches or views of the two or more disciplines. 		
<p>Student learning outcome(s) for Objective #1:</p> <p>Identify and explain academic terminology (i.e., theoretical perspectives and methodological approaches) associated with the study of Family Communication and Clinical Psychology and the use of Information and Communication Technologies (ICTs).</p>		
<p>Measure(s) for above Outcome(s): Exam 1 and Exam 2: Exams will consist of multiple choice items and short answer. For short answer, students will be required to recall theoretical and conceptual frameworks, and compare and contrast these frameworks (e.g., highlight unique strengths of one family comm theory and one psychology theory, compare and contrast approaches, and provide description on how each theory highlights family processes)</p>		
<p>Student learning outcome(s) for Objective #2:</p> <p>Critically evaluate and discuss ethical problems/challenges associated with families and the use of ICTs (e.g., identity, privacy, reverse socialization, anti-social online behaviors).</p>		
<p>Measure(s) for above Outcome(s): Reflection Papers Students will complete a variety of activities in and out of class that require application of theories from both disciplinary perspectives to a particular task, analysis of course readings or films, or reactions to posed questions. All reflections will end with a discussion question for class. Reflections will vary in length depending on the purpose of the activity. Clear requirements for completion will be provided to students.</p>		

Course Action Short Form for GEP Interdisciplinary Perspectives (IP)

Student learning outcome(s) for **Objective #3**:

Apply conceptual and theoretical knowledge through the development of case studies integrating family communication, clinical psychology, and ICTs.

Measure(s) for above Outcome(s):

Case Studies Assignment:

Students will integrate knowledge of multiple disciplines by creating a case study. Case studies will highlight a hypothetical situation focused on a unique challenge faced by families and the use of ICTs. Specifically, students will be required to integrate theoretical and conceptual knowledge from family communication and clinical psychology. Case studies will be 2-3 pages in length, and will include 4-5 discussion questions.

- Attach course information per review instructions
- Attach signature page with required signatures.
- Attach completed GEP Course Evaluation Rubric

2013-2014

SIGNATURE PAGE FOR GEP COURSE SUBMISSION

GEP-IPGE 295 - Family Connections in the Digital Age

COURSE PREFIX AND NUMBER

RECOMMENDED BY:

Ken Zagan
HEAD, DEPARTMENT/PROGRAM

2/21/14

DATE

RECOMMENDED BY 2ND DEPARTMENT (FOR CROSS-LISTED COURSES ONLY):

HEAD, DEPARTMENT/PROGRAM

DATE

ENDORSED BY:

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE

COLLEGE DEAN

DATE

ENDORSED BY 2ND COLLEGE (FOR CROSS-LISTED COURSES ONLY):

~~_____
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE~~

~~DATE~~

~~_____
COLLEGE DEAN~~

~~DATE~~

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN OF DIVISION OF ACADEMIC AND STUDENT AFFAIRS

DATE

COM/IPGE 498/295n/a Course Syllabus

COM/IPGE 498/295n/a – Family Connections in the Digital Age

Section n/a

Maymester 2014

3 Credit Hours

Special Notes

Maymester Session

Course Description

Advanced study of contemporary theories, methods, practices, processes, or issues related to communication, psychology, and new media. Course will approach the study of families and Information and Communication Technologies from a theoretical, conceptual, and skill building perspective. Students will be evaluated on their understanding of concepts, and their integration of multiple disciplinary perspectives in the areas of family communication, clinical psychology, and new media studies. Topics will include, a) computer-mediated communication (CMC) theory and social interaction (e.g., family communication patterns, communication privacy management, systems theory, social cognitive theory, identity, relational schema), b) online ethics, online communities, and online behaviors, c) processes and goals in CMC (e.g., parental rules, self presentation, identity, communication competence, and relational maintenance), and d) CMC and contextual areas of emphasis (e.g., multigenerational topics/issues unique to the use of new technologies).

Learning Outcomes

1. Identify and explain academic terminology (i.e., theoretical perspectives and methodological approaches) associated with the study of Family Communication and Clinical Psychology and Information and the use of Information and Communication Technologies (ICTs).
 2. Critically evaluate and discuss ethical problems/challenges associated with families and the use of ICTs (i.e., identity, privacy, reverse socialization, anti-social online behaviors).
 3. Apply conceptual and theoretical knowledge through the development of case studies integrating family communication, clinical psychology, and ICTs.
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Course Structure

The course will consist of lecture, discussion, guest lecture, and in-class activities used to facilitate learning and comprehension of readings.

Course Policies

Students are expected to show respect for the instructor and one another regardless of opinion, values, culture, or other group differences; the instructor is likewise held to

the same expectation. Students should give one another opportunities to express opinions and ideas. Disruptive behavior can disturb the ability of others to learn. Please remember to turn off (or place in silent mode) your cell phones, arrive on time, refrain from leaving early (except in the case of a real emergency) or walking in and out during class time. Avoid sleeping, snoring, reading the paper, eating loudly, texting, listening to music, playing games, checking Facebook, etc. Students who disrupt lecture by conducting private conversations will be asked to leave.

Instructors

Dr. Elizabeth A. Craig (eacraig) - *Instructor*

Email: liz_craig@ncsu.edu

Phone: 515-919-1806

Office Location: WN105

Office Hours: by appt.

Course Meetings

Lecture

Days: MTWHF

Time: 10:20am - 1:00pm

Campus: Main

Location: TBD

This meeting is required.

Course Materials

Textbooks

Personal connections in the digital age - Baym, Nancy

Edition: 2010

ISBN: 0745643329

Cost: \$15

This textbook is required.

Computer-mediated communication and personal relationships - Wright, Kevin & Webb, Lynn

Edition: 2011

ISBN: 1433110814

Cost: \$40

This textbook is optional.

Alone Together: Why we expect more from technology and less from each other - Turkle, S

Edition: 2011

ISBN: 0465031463

Cost: \$10

This textbook is required.

Expenses

None.

Materials

None.

Requisites and Restrictions

Prerequisites

None.

Co-requisites

None.

Restrictions

None.

General Education Program (GEP) Information

GEP Category

Interdisciplinary Perspectives

GEP Category Outcomes

1. Identify and explain academic terminology (i.e., theoretical perspectives and methodological approaches) associated with the study of Family Communication and Clinical Psychology and the use of Information and Communication Technologies (ICTs).
2. Critically evaluate and discuss ethical problems/challenges associated with families and the use of ICTs (i.e., identity, privacy, reverse socialization, anti-social online behaviors).
3. Apply conceptual and theoretical knowledge through the development of case studies integrating family communication, clinical psychology, and ICTs.

How This Course Will Fulfill GEP Category Outcomes

Students will demonstrate that they have met learning outcomes through exams, critical analysis and presentation of readings, and the creation of a case study demonstrating the integration of knowledge of the disciplines.

Which disciplines will be synthesized, connected, and/or considered in this course?

Family Communication and Clinical Psychology

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

The course is designed to integrate established theoretical frameworks in family communication, clinical psychology, as well as emerging theory on personal relationships and the use of new technologies. The instructor will focus readings and reflection assignments during the first few days on individual characteristics, personality traits, and individual communication skills in mediated environments (micro-systems). The instructor will draw heavily from Sherry Turkle's work as a Clinical Psychologist arguing that technologies are changing the way we see ourselves and interact with others. The last part of the first week will focus on family communication patterns theory, family systems theory, social shaping,

and social cognitive theory (macro-systems and ecosystems). Nancy Baym is a communication scholar that argues for an approach to personal relationships that moves beyond the false dichotomy outlined by technological determinism and social constructionism (i.e., social shaping). The second week of class, students will be exposed to contextual readings from Communication and Psychology identifying 1) influences of technology of how relational partners communicate online, 2) processes and goals for families and the use of technology, and 3) the dark side of family relationships and technology. These topics draw heavily from a number of sub-fields of communication (interpersonal communication, family communication, new media studies), as well as psychology (clinical, educational, childhood development).

Nancy Baym argues that online relationships have particular characteristics, including hyperpersonal idealization and relational development that involves exploring broader, deeper discussions over time. Whereas, offline relationships that become maintained, in some part online, feature "media multiplexity" in which relationships are maintained across multiple platforms. The choice of what media to use is influenced by several factors, including personal sociability, peer behaviors, cultural norms, and geographical distance. Therefore, the course will continually focus on personality traits, identity, social interaction, and how this influences or is influenced by ICTs (a combination of Turkle's and Baym's work). As compared to more technically driven courses, this course provokes students to consider the social and cultural aspects of individual identity, personal relationships, family relationships and new technologies. Ultimately, challenging our understanding of "traditional" family systems and family functioning in a digital era.

GEP Co-requisites

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

Transportation

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

Safety & Risk Assumptions

None.

Grading

Grade Components

Component	Weight	Details
Exam 1	100 points	Exams will be multiple choice and/or short answer. All information in the books, articles, or covered in class may be covered on the exams.
Exam 2	100 points	Exams will be multiple choice and/or short answer. All information in the books, articles, or covered in class may be covered on the exams.
Reflections	50 points	Students will compete a variety of activities in and out of class that require the application of course content to a particular task, analysis of course readings or films, or reactions to posed questions. All reflections

Component	Weight	Details
		should end with a discussion question for class. Reflections will vary in length depending on the purpose of the activity. Clear requirements for completion of activities will be provided to students.
Case Study Assignment	100 points	Students will apply theoretical and conceptual knowledge by creating a case study for use in class. Case studies will highlight a hypothetical situation focused on a unique challenge faced by families and the use of ICTs. Case studies will be 2-3 pages in length, and will include 4-5 discussion questions.
Presentation of Reading	50 points	Students are required to conduct a presentation on one reading during the term. The student will synthesize the reading, create discussion questions, and facilitate discussion.

Letter Grades

This Course uses Standard NCSU Letter Grading:

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

Requirements for Credit-Only (S/U) Grading

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

Requirements for Auditors (AU)

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

Policies on Incomplete Grades

If an extended deadline is not authorized by the instructor or department, an unfinished incomplete grade will automatically change to an F after either (a) the end of the next regular semester in which the student is enrolled (not including summer sessions), or (b) the end of 12 months if the student is not enrolled, whichever is shorter. Incompletes that change to F will count as an attempted course on transcripts. The burden of fulfilling an incomplete grade is the

responsibility of the student. The university policy on incomplete grades is located at <http://policies.ncsu.edu/regulation/reg-02-50-3>.

Late Assignments

Work is due on the due date regardless of student's presence/absence in class. The **ONLY EXCEPTION** is in the case of a **documented, excused absence**. If you have an acute medical emergency, you need documentation from a health care provider verifying date of visit; if you have a death in the family, I need an obituary or death notice. If you miss class on a day with an exam or assignment due, you should contact me immediately to identify an appropriate assignment due date or make-up exam time. If papers or assignments are late and the student does not have an excuse, the following policy is in effect. If you turn it in...

The day of class after 1pm: Deducted the equivalent of one letter grade

After 24 hours late: Deducted two letter grades

After 48 hours late: assignment not accepted for any reason

Attendance Policy

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

Attendance Policy

Students are required to attend class. For complete attendance and excused absence policies, please see:

<http://policies.ncsu.edu/regulation/reg-02-20-03>

Absences Policy

The instructor will be making notes regarding attendance, but student attendance will not count toward any of the final points in the course. Excessive absences will negatively affect student grades if in-class activities are missed. Students will not be able to make up work from in-class activities for non-excused absences. The student will receive a 10 pt. grade deduction for every class they miss over 4 unexcused absences. Documentation is needed for excused absences.

Makeup Work Policy

Make-up exams will be given only if a serious, compelling, and verifiable cause (such as an acute medical emergency) can be demonstrated, and the student has made every reasonable effort to contact the instructor beforehand. The decision to administer a make-up exam will be made entirely at the instructor's discretion. If a make-up exam is allowed, the student will have one week from the original exam time to take a make-up exam. Barring extenuating circumstances such as a prolonged absence extending beyond a week of the original exam time, if students do not take the exam within one week of the original exam period, then the exam grade will become a zero. Once I have granted permission to take the

make-up exam, it is the **STUDENT'S RESPONSIBILITY** to contact the instructor to schedule the make-up exam session.

Additional Excuses Policy

None.

Academic Integrity

Academic Integrity

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

None.

Academic Honesty

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

None.

Honor Pledge

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

Electronically-Hosted Course Components

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

Accommodations for Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, student must register with the Disability Services Office (<http://www.ncsu.edu/dso>), 919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation at <http://policies.ncsu.edu/regulation/reg-02-20-01>.

Non-Discrimination Policy

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment,

and retaliation may be accessed at <http://policies.ncsu.edu/policy/pol-04-25-05> or http://www.ncsu.edu/equal_op/. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 919-515-3148.

Course Schedule

NOTE: The course schedule is subject to change.

Lecture MTWHF 10:20am - 1:00pm — Week 1 — 05/12/2014 - 05/16/2014

Foundations/Theoretical Background in Clinical Psychology (focus on personality, social cognitive theory, trait theory), Family Communication (family communication patterns, systems theory, communication privacy management theory), and ICTs and personal relationships (Baym's work on social shaping).

Readings from:

Baym, N. (2010). *Personal connections in the digital age*. Malden, MA: Polity.

Turkle, S. (2011). *Alone together: Why we expect more from technology and less from each other*. Philadelphia, PA: Basic Books.

Supplemental journal articles TBD

Exam 1

Lecture MTWHF 10:20am - 1:00pm — Week 2 — 05/19/2014 - 05/23/2014

Benefits and Challenges to Families and the Use of New Media (e.g., identity, privacy, relationship building, reverse socialization, parental rules, and prosocial and anti-social online behaviors)

Readings from:

Wright, K. B., & Webb, L. M. (2011). *Computer-mediated communication and personal relationships*. New York, NY: Peter Lang Publishing.

Supplemental journal articles TBD

Exam 2

Lecture MTWHF 10:20am - 1:00pm — Week 3 — 05/26/2014 - 05/30/2014

Application and Conceptual Critique

Students will work on the case studies assignment. Each student will be graded individually, but time will be dedicated to working in groups, brainstorming, and developing complex case studies incorporating theoretical and conceptual knowledge of family communication, clinical psychology, and the use of ICTs.

Department(s)/Program	History	New to GEP: <input type="checkbox"/>
Course Prefix/Number (include cross-listed prefix)	HI298/GK 295/HUMG 295	Review for GEP: <input type="checkbox"/>
If Special Topics, list GEP special topics prefix/#: (ex: HUMG)	GK 295/HUMG 295	Special Topics: <input type="checkbox"/>
Course/Topic Title	The Vietnam War on Film	
Instructor Name/Title	Dr. Haydon Cherry, Assistant Professor	
<p>Each course in the Humanities will provide instruction and guidance that help students to:</p> <ol style="list-style-type: none"> 1. Engage the human experience through the interpretation of human culture and 2. Become aware of the act of interpretation itself as a critical form of knowing in the humanities; and 3. Make academic arguments about the human experience using reasons and evidence for supporting those reasons that are appropriate to the humanities. 		
<p>Student learning outcome(s) for Objective #1:</p> <p>Students will gain the ability to critically analyze a variety of historical texts in discussion and written form, including memoirs, diplomatic cables, speeches, letters, intelligence assessments, cartoons, and films.</p>		
<p>Measure(s) for above Outcome(s):</p> <p>Students will engage in in-class discussion; complete daily short answer tests; write several (five) short (1000 word) critical essays; give an in-class research presentation; submit a long (4000 word) written assignment. For example, students will write a 1,000 word essay comparing and contrasting the depiction of the Viet Minh in both the novel and the film <i>The Quiet American</i>.</p>		
<p>Student learning outcome(s) for Objective #2:</p> <p>Students will learn to analyze a variety of documents (see above, Objective 1) offering different perspectives on the same historical events, revealing the significance of perspective and interpretation in understanding those events.</p>		
<p>Measure(s) for above Outcome(s):</p> <p>Students will engage in in-class discussion; complete daily short answer tests; write several (five) short (1000 word) critical essays; give an in-class research presentation; submit a long (4000 word) written assignment. For example, students will write 500 words assessing the significance of the assassination of Ngô Đình Diệm in the escalation of American intervention in Vietnam based on an assessment of reminiscences by General Tran Van Don, a telegram from Henry Cabot Lodge, U.S. Ambassador, and a resolution of the Ninth Plenum of the Central Committee of the Vietnam Workers' Party.</p>		
<p>Student learning outcome(s) for Objective #3:</p> <p>Students will learn to construct historical arguments on the basis of their close reading and analysis of a range of historical traces (see Objective 1).</p>		

Measure(s) for above Outcome(s):

Students will engage in in-class discussion; write several (five) short (1000 word) critical essays; give an in-class research presentation; submit a long (4000 word) written assignment. The culmination of the course will be a long essay assessing the historical accuracy of a Vietnam War film of the student's choosing and an assessment of the usefulness of that film as a source for historians.

- Attach course information per review instructions
2013-2014
- Attach signature page with required signatures.

Attach completed GEP Course Evaluation Rubric

Department(s)/Program	History	New to GEP: <input type="checkbox"/>
Course Prefix/Number (include cross-listed prefix)	HI298/GK295/HUMG295	Review for GEP: <input type="checkbox"/>
If Special Topics, list GEP special topics prefix/#: (ex: HUMG)	GK295/HUMG295	Special Topics: <input type="checkbox"/>
Course/Topic Title	Vietnam War on Film	
Instructor Name/Title	Dr. Haydon Cherry, Assistant Professor	
<p>Each course in Global Knowledge will provide instruction and guidance that help students to achieve goal #1 plus at least one of #2, #3, or #4:</p> <ol style="list-style-type: none"> 1. Identify and examine distinguishing characteristics, including ideas, values, images, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States. <p>And at least one of the following:</p> <ol style="list-style-type: none"> 2. Compare these distinguishing characteristics between the non-U.S. society and at least one other society. 3. Explain how these distinguishing characteristics relate to their cultural and/or historical contexts in the non-U.S. society. 4. Explain how these distinguishing characteristics change in response to internal and external pressures on the non-U.S. society. 		
<p>Student learning outcome(s) for Objective #1:</p> <p>Students will understand the place of the Vietnam War primarily in its twentieth-century domestic Vietnamese context and secondarily in its international context.</p>		
<p>Measure(s) for above Outcome(s):</p> <p>Students will engage in in-class discussion; complete daily short-answer tests including a map quiz; write several (five) short (1000 word) critical essays; give an in-class research presentation; and submit a long (4000 word) written assignment. To assess student's understanding of orientalism and invidious depictions of Vietnamese on film, for example, students will write a 1,000 word essay assessing the problematic ways in which the Vietnamese are represented in Régis Wargnier's <i>Indochine</i> (1992).</p>		
<p>Student learning outcome(s) for Objective _4_ (insert objective number 2, 3 or 4)</p> <p>Students will develop an understanding of the role of French colonialism in fomenting the rise of communism and nationalism in colonial Vietnam.</p>		
<p>Measure(s) for above Outcome(s):</p> <p>Students will engage in in-class discussion, complete daily short-answer tests, and write a 1,000 word essay comparing and contrasting the depiction of the Viet Minh in both the novel and the film <i>The Quiet American</i> after reading the course text and a selection of relevant primary documents.</p>		

SIGNATURE PAGE FOR GEP COURSE SUBMISSION

GEP-HUMG 295 – THE VIETNAM WAR ON FILM
COURSE PREFIX AND NUMBER

RECOMMENDED BY:

David Zaldeman

3/3/14

HEAD, DEPARTMENT/PROGRAM

DATE

RECOMMENDED BY 2ND DEPARTMENT (FOR CROSS-LISTED COURSES ONLY):

HEAD, DEPARTMENT/PROGRAM

DATE

ENDORSED BY:

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE

COLLEGE DEAN

DATE

ENDORSED BY 2ND COLLEGE (FOR CROSS-LISTED COURSES ONLY):

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE

COLLEGE DEAN

DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION

DATE

DEAN OF DIVISION OF ACADEMIC AND STUDENT AFFAIRS

DATE

HI298: The Vietnam War on Film

Instructor: Dr. Haydon L. Cherry

Course Description

This course examines the history of the Vietnam War and its depiction on film. It explores both how history is portrayed on film and how films can serve as sources for historians. The causes, course, and consequences of the Vietnam War can be traced through five main periods: the French colonial era in Vietnam; the anti-colonial French Indochina War; the escalation of American involvement; the American conflict in Vietnam; and the end of the war and its legacy. These periods have been represented in five iconic films: Regis Wargnier's *Indochine* (1992); Philip Noyce's *The Quiet American* (2002); Oliver Stone's *Platoon* (1986); Francis Ford Coppola's *Apocalypse Now* (1979); and Oliver Stone's *Born on the Fourth of July* (1989). Alternating between the history of the Vietnam War and its representation on film, this course introduces students to the history of America's longest war and the critical study of its depiction in popular culture. Students will be introduced to the study of colonialism, nationalism, decolonization, the Cold War, military history, and collective memory. The course culminates in a short independent research project and presentation.

Textbooks

1. Mark Atwood Lawrence, *The Vietnam War: A Concise International History* (New York: Oxford University Press, 2010). 224 pp. \$14.95
2. Mark Atwood Lawrence, ed., *The Vietnam War: An International History in Documents* (New York: Oxford University Press, 2014). 240pp. \$24.95
3. Graham Greene, *The Quiet American* (New York, N.Y.: Penguin Classics, 2004).
4. Joseph Conrad, *Heart of Darkness* (New York, N.Y.: Penguin, 2013).
5. Jules R. Benjamin, *A Student's Guide to History* (New York, N.Y. : Bedford St. Martin's, 2013).
6. There will be a supplementary course reader of assorted articles and book chapters of approximately 200pp.

Films

1. Regis Wargnier, *Indochine* (1992).
2. Philip Noyce, *The Quiet American* (2002).
3. Oliver Stone, *Platoon* (1986).
4. Francis Ford Coppola, *Apocalypse Now* (1979).
5. Oliver Stone, *Born on the Fourth of July* (1989).

Schedule of Readings and Assignments

Day One – Colonial Vietnam

- Read: Lawrence, *Concise International History*, 1-26.
Lawrence, *History in Documents*, 1-20.

Day Two – Colonial Vietnam on Film

- View: Régis Wargnier, *Indochine* (1992).
Read: Panivong Norindr, *Phantasmatic Indochina: French Colonial Ideology in Architecture, Film, and Literature* (Durham, N.C.: Duke University Press, 1997), 137-154.
Lily Chiu, “Camille’s Breasts: The Evolution of the Fantasy Native in Régis Wargnier’s *Indochine*,” in Kathryn Robson and Jennifer Yee eds., *France and “Indochina”: Cultural Representations* (Lanham, M.D. : Lexington Books, 2005), 139-152.
Nicola Cooper, *France in Indochina: Colonial Encounters* (Oxford: Berg, 2001), 203-218.
Assignment: Write a 1,000 word essay assessing the problematic ways in which the Vietnamese are represented in Régis Wargnier’s *Indochine* (1992).

Day Three – The French Indochina War

- Read: Lawrence, *Concise International History*, 27-46.
Lawrence, *History in Documents*, 21-38.
Quiz: There will be a map quiz in class today.
Assignment: Prepare a timeline of ten major events in Vietnamese history from the first arrival of the French in Vietnam to their final defeat at Điện Biên Phủ.

Day Four – The French Indochina War on Film

- View: Philip Noyce, *The Quiet American* (2002).
Read: Graham Greene, *The Quiet American* (New York, N.Y.: Penguin Classics, 2004), 3-59, 129-180.
Assignment: Write a 1,000 word essay comparing and contrasting the depiction of the Viet Minh in both the novel and the film *The Quiet American*.

Day Five – The Origins of American Intervention

- Read: Lawrence, *Concise International History*, pp. 47-90.
Lawrence, *History in Documents*, pp. 39-96.
Assignment: Write 500 words assessing the significance of the assassination of Ngô Đình Diệm in the escalation of American intervention in Vietnam.

Day Six – American Intervention on Film

- View: Francis Ford Coppola, *Apocalypse Now* (1979).

- Read: Peter Cowie, *The Apocalypse Now Book* (Da Capo Press, 2001), excerpts.
Joseph Conrad, *Heart of Darkness* (New York, N.Y.: Penguin, 2013).
- Assignment: Francis Ford Coppola's *Apocalypse Now* (1979) is an adaptation of the novella *Heart of Darkness* by Joseph Conrad. But is the film a successful depiction of the Vietnam War? Write a 1,000 word essay answering this question.

Day Seven – The Experience of War

- Read: Lawrence, *Concise International History*, pp. 91-136.
Lawrence, *History in Documents*, pp. 97-154.

Day Eight – The Experience of War on Film

- View: Oliver Stone, *Platoon* (1986).
- Read: Clyde Taylor, "The Colonialist Subtext in *Platoon*," in Linda Dittmar and Dean Michaud eds., *From Hanoi To Hollywood: The Vietnam War in American Film* (New Brunswick, N.J.: Rutgers University Press, 1990), 171-174.
Christian G. Appy, *Working Class War: American Combat Soldiers and Vietnam* (Chapel Hill, N.C.: University of North Carolina Press, 1993), pp. 145-206.
David Chanoff and Doan Van Toai, *Vietnam: A Portrait of its People at War* (New York: I.B. Tauris, 1996), pp. 125-133, 146-157, 161-173.
- Assignment: Write an essay assessing the depiction of American and Vietnamese combatants in Oliver Stone's *Platoon* (1986).

Day Nine – The End of War and its Memory

- Read: Lawrence, *Concise International History*, pp. 137-186.
Lawrence, *History in Documents*, Part VII, pp. 155-190.

Day Ten – The Memory of the War on Film

- View: Oliver Stone, *Born on the Fourth of July* (1989).
- Read: Thomas Doherty, "Witness to War: Oliver Stone, Ron Kovic, and *Born on the Fourth of July*," in Michael Anderegg ed., *Inventing Vietnam: The Vietnam War in Film and Television* (Philadelphia, PA: Temple University Press, 1991), 251-268.
Robert McMahon, "Contested Memory: The Vietnam War and American Society, 1975-2001." *Diplomatic History* 26 (Spring 2002): 159-84.
Arnold R. Isaacs, "American Perspectives: 'We've All Been There'--The War and American Memory," in *Encyclopedia of the Vietnam War* ed. Stanley Kutler (New York: Charles Scribners Sons, 1996), pp. 10-24.
- Assignment: Is Oliver Stone's *Born on the Fourth of July* (1989) a film about the Vietnam War or American society in the 1980s? Write an answer of 1,000 words.

Day Eleven – The Research Process

- Read: Jules R. Benjamin, *A Student's Guide to History* (New York, N.Y. : Bedford St.

Martin's, 2013), 36-61, 98-148.

Activity: Asking Research Questions and Finding Answers (D.H. Hill Library).

Day Twelve – Individual Meetings with Professor.

Activity: Students will meet individually with the instructor throughout the day to receive individual guidance on their final projects.

Day Thirteen – No Class. Students to work on their research projects.

Day Fourteen – Workshop.

Activity: Students will critique each others ongoing projects in a workshop.

Day Fifteen – Presentations and Final Papers Due.

Assignment: Students will submit a paper of 3,000 word paper assessing the historical accuracy of a film chosen from a list and which reflects on the usefulness of that film as a historical source. Further information on this assignment will be distributed on the first day of class.

Activity: Students will give a brief (not more than 10 minutes) presentation of their final papers in class.

Department(s)/Program	Political Science	New to GEP: <input checked="" type="checkbox"/>
Course Prefix/Number (include crosslisted prefix)	PS 418	Review for GEP: <input type="checkbox"/>
Course Title	Gender, Law, and Policies	
<p>Each course in <i>U.S. Diversity</i> will provide instruction and guidance that help students to achieve <u>at least 2</u> of the following:</p> <ol style="list-style-type: none"> 1. Analyze how religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age identities are shaped by cultural and societal influences; 2. Categorize and compare historical, social, political, and/or economic processes producing diversity, equality, and structured inequalities in the U.S.; 3. Interpret and evaluate social actions by religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups affecting equality and social justice in the U.S.; 4. Examine interactions between people from different religious, gender, ethnic, racial, class, sexual orientation, disability, and/or age groups in the U.S. 		
<p>Student learning outcome(s) for #2</p> <p>Goal 1. Knowledge Base of Gender Law and Policy: Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, legal arguments, policy developments, and historical trends in the field of Gender Law and Policy.</p>		
<p>Measure(s) for above Outcome(s):</p> <p>Core Area Summaries: These assignments will have students summarize themes across a series of Legal cases and relate them back to Gender theory. The issues in the cases become increasingly complex and rely on a more nuanced interpretation of the themes that tie them together.</p> <p>Case Timeline: This assignment requires students to thoughtfully organize the cases we discuss across themes or time periods of their choice. This will encourage them to better understand the changes in gender law over time and the impact those changes have had on our current understanding of gender-related issues.</p>		
<p>Student learning outcome(s) for #3</p> <p>Goal 3. Application of Gender Theory: Students will apply principles, theory, and research to understand the impact of legal and policy decisions at the individual, social, organizational, and community levels.</p>		
<p>Measure(s) for above Outcome(s):</p> <p>Final Legal/Policy Paper: This assignment will require student to apply the gender theory and legal foundations to a specific gender-related issue. They will integrate the empirical perspectives on the issue with current legal discussion and propose a solution or approach for moving the conversation forward.</p>		
<p>Instructor Name: Joseph Simons-Rudolph</p>		

- Attach course information per review instructions
- Attach signature page with required signatures
- Attach completed GEP Course Evaluation Rubric

2012-2013

SIGNATURE PAGE

5358

COURSE ACTION FOR PS 418 GEP-USD

RECOMMENDED BY:

Maecel V. Reid 2/27/14
HEAD, DEPARTMENT/PROGRAM DATE

ENDORSED BY:

Linda Williams 2/27/2014
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

Victoria J. Collyer 2/28/2014
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 _____

PS 418 Course Information

Textbooks

Gender Law and Policy – Bartlett, K.T., Rhode, D.L.

Edition: 1st

ISBN: 978-0-7355-7980-4

Web Link: http://www.aspenlawschool.com/books/bartlett_genderlawpolicy/default.asp

Cost: \$104.00 (Amazon-new)

This textbook is required.

Introduction to Feminist Legal Theory – Chamallas, M.

Edition: 3rd

ISBN: 978-1-4548-0221-1

Cost: \$67.00 (Aspen Publishers), 63.65 (Amazon-new), 30.15 (Amazon Prime-Rent)

This textbook is required.

Course Description

Law and policy pertaining to contemporary gender issues. Examination of agenda setting, policy formation, implementation, judicial interpretation and evaluation of selected issues, such as reproductive policies, equal employment and sexual abuse.

Expenses & Materials

None.

Requisites and Restrictions

Prerequisites

3 hours of political science

Course Schedule

NOTE: The course schedule is subject to change.

Lecture MW 11:45am - 1:00pm

Below is a broad overview of the areas we will cover this semester.

PSY 418-01: Gender Law and Policy Readings and Assignment Summary

Week	Date	Topic Description	Reading	Assignments
1	8/22	Introduction to Course	Canvas Guide	Biography Introduction Profile Update
2	8/27- 8/29	Thinking Like a Feminist	Chamallas Ch 1 Rubeck (1988) [pdf]	Reworks & Bibliography
3	9/3-9/5	US Legal Foundation Feminist Legal Theory	Constitution [url] Chamallas Ch 2	
		Allied Intellectual Movements	Chamallas Ch 6	Core Summary #1
4	9/10- 9/12	US Civil Rights Formal Equality	Civil Rights Legislation 1964 [url]	
5	9/17- 9/19	Allied Intellectual Movements	Bartlett & Rhode Ch 1 Chamallas Ch 3	Paper Topic
6	9/24- 9/26	Substantive Equality Economic Subordination of Women	Bartlett & Rhode Ch 2 Chamallas Ch 7 Title XI Higher Education Act, 1965 [url]	Core Summary #2
7	10/1- 10/3			
8	10/8			Case Timeline- Draft/Outline
	10/10	NO CLASSES—Fall Break	---	---
9	10/15- 10/17	Nonsubordination Sexual Subordination of Women	Bartlett & Rhode Ch 3 Chamallas Ch 8 Violence Against Women Act 1994 [url]	Core Summary #3
10	10/22- 10/24			Expanded Topic References, Policies &/or Cases
11	10/29- 10/31	Difference Motherhood and Reproduction	Bartlett & Rhode Ch 4 Chamallas Ch 4	Core Summary #4
12	11/5- 11/7			Paper Outline-- Optional
13	11/12- 11/14	Identity Intersectionality	Bartlett & Rhode Ch 6 Chamallas Ch 5	Core Summary #5
14	11/19- 11/21			
15	11/26			
	11/28	NO CLASSES— Thanksgiving	---	---
16	12/3- 12/5	Final Research Presentations		Final Paper

Criteria for Reviewing Course Action Forms for GEP Courses

ALL PROPOSED GEP COURSES MUST MEET THE FOLLOWING DEPARTMENTAL CRITERIA

The departmental reviewers should consider the following criteria as well as the Basic Criteria.

<i>Departmental Criteria</i>	Yes	No	Comments
1. Are the stated GEP course learning outcomes supported by the course content?	X		
2. Are the stated GEP course learning outcomes applicable across all course sections?	X		
3. Does each stated GEP course learning outcome map to a GEP category objective?	X		
4. Are the means of evaluating these state GEP course learning outcomes likely to provide the instructor with evidence that will enable him/her to improve student learning in the course?	X		
5. Are the stated GEP student learning outcomes clearly measurable using the proposed means of evaluation?	X		

<i>Basic Criteria</i>	Yes	No	Comments
6. Are at least 25% of the course seats non-restricted? If all seats are restricted to a major(s), justification is required.	X		
7. Is the course offered on a regular basis?	X		
8. Does the course have no more than one pre-requisite? If there is more than one pre-requisite, justification is required.	X		
9. Is the course a standard offering (not a special topics or experimental course)?	X		

Department signature <u>Steven Greene</u>	Director Undergraduate Programs	September 5, 2013
Name	Title	Date

THE COLLEGE CURRICULUM COMMITTEES SHOULD CONFIRM THE REVIEW MADE BY THE DEPARTMENT USING THE ABOVE DEPARTMENTAL AND BASIC CRITERIA, IN ADDITION TO USING THE COUNCIL OF UNDERGRADUATE EDUCATION'S CRITERIA ON THE FOLLOWING PAGE.

Criteria for Reviewing Course Action Forms for GEP Courses

The College Curriculum Committees and the Council on Undergraduate Education Should Consider the Following Criteria.

<i>Criteria for GEP Course Documentation</i>	Yes	No	Comments
GEP Objectives			
10. Are the GEP category objectives current and complete?	✓		
Student Learning Outcomes			
11. Is there at least one GEP learning outcome listed under each objective?	✓		
12. Is each GEP learning outcome appropriate to the associated GEP objective (i.e. will the achievement of the outcome allow students to meet the objective)?	✓		
13. Does each outcome provide a specific statement (using an appropriate action verb. For example, see http://www.krummefamily.org/guides/bloom.html) of what students are expected to do in order to demonstrate that they have achieved the outcome?	✓		
Means of Evaluation			
14. Is there at least one means of evaluation listed under each outcome?	✓		
15. Is each means of evaluation appropriate to the associated outcome (i.e. will it provide data that will allow the instructor to judge how well students have achieved the outcome)?	✓		

Miscellaneous Comments

College Signature Linda Williams CHASS CAC Chair 2/27/2014
 Name Title Date

Course Action Short Form for GEP Global Knowledge (GK)

Department(s)/Program	Interdisciplinary Studies	New to GEP: <input checked="" type="checkbox"/>
Course Prefix/Number <i>(Include cross-listed prefix)</i>	IDS 310	Review for GEP: <input type="checkbox"/>
If Special Topics, list GEP special topics prefix/#: <i>(ex: HUMG)</i>		Special Topics: <input type="checkbox"/>
Course/Topic Title	Animals in the Global Community	
Instructor Name/Title	Nell Kriesberg <i>Instructor</i> Dr. Carol Ann Lewald <i>Instructor</i>	
<p>Each course in <i>Global Knowledge</i> will provide instruction and guidance that help students to achieve goal #1 plus at least one of #2, #3, or #4:</p> <ol style="list-style-type: none"> 1. Identify and examine distinguishing characteristics, including ideas, values, images, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States. <p><u>And at least one of the following:</u></p> <ol style="list-style-type: none"> 2. Compare these distinguishing characteristics between the non-U.S. society and at least one other society. 3. Explain how these distinguishing characteristics relate to their cultural and/or historical contexts in the non-U.S. society. 4. Explain how these distinguishing characteristics change in response to internal and external pressures on the non-U.S. society. 		
<p>Student learning outcome(s) for Objective #1: Identify and examine the cultural, historical, geographic and philosophical context for human and animal interactions on a global scale. Students will examine ideas, beliefs, values, and economic aspects of human and animal relations in places such as Great Britain, the United States, India, Brazil, sub Saharan Africa, and South Africa.</p>		
<p>Measure(s) for above Outcome(s): Required course readings and supplementary material expose students to human and animal relations across the globe. Students will reflect on the material and describe their understanding of the cultural, historical and geographic contexts. Students will apply this understanding when developing their individual research projects. For example, students undertake mapping exercises where they will examine several familiar, everyday spaces such as a specific section of a grocery store or a public space such as a park or congested sidewalk. When students map the space, they will explore what animals emerge and how they emerge in the context. The mapping allows students to assess the values and beliefs associated with them on a local and global scale. For example, a student may map out Pomeranians being walked in a park by several individuals wearing leather jackets or eating sausage biscuits. Locating the animals such as Pomeranians originating from Iceland or leather from Italy allows students to trace and identify longstanding values and beliefs about these animals that link local contexts to places across the globe.</p>		
<p>Student learning outcome(s) for Objective #3: Examine and explore how these distinguishing characteristics relate to both the historical and cultural contexts. The geographic context of the site specific studies will allow students to analyze the role of specific historic events, cultural beliefs, political and economic pressures that shape and influence the differing human and animal interactions.</p>		
<p>Measure(s) for above Outcome(s): The specific cases presented in the readings and supplementary material allows students to engage in cross-cultural analysis, while examining and assessing the geographic context of the human and animal interactions. For instance, students will examine management and conservation challenges facing poachers, tourists, and locals with regard to wildlife in the Serengeti National Park. Students will examine this history and cultural context of the challenges, while simultaneously questioning how other national parks in the United States and elsewhere have managed and</p>		

Course Action Short Form for GEP Global Knowledge (GK)

conserved wildlife. Toolkit assignments and the final project will allow students the opportunity to examine and explore similarities and the differences on a local and global scale.

- Attach course information per review instructions
- Attach signature page with required signatures.
- Attach completed GEP Course Evaluation Rubric

2013-2014

Course Action Short Form for GEP Interdisciplinary Perspectives (IP)

Department(s)/Program	Interdisciplinary Studies	New to GEP: <input checked="" type="checkbox"/>
Course Prefix/Number (include cross-listed prefix)	IDS 310	Review for GEP: <input type="checkbox"/>
If Special Topics, list GEP special topics prefix/#: (ex: HUMG)		Special Topics: <input type="checkbox"/>
Course/Topic Title	Animals in the Global Community	
Instructor Name/Title	Nell Kriesberg <i>Instructor</i> Dr. Carol Ann Lewald <i>Instructor</i>	
To assist CUE in evaluating this course for inclusion on the <i>Interdisciplinary Perspectives</i> list, please provide answers to the following questions and <u>attach to form</u> .		
<ol style="list-style-type: none"> 1. Which disciplines will be synthesized, connected, and/or considered in this course? 2. How will the instructor present the material so that these disciplines are addressed in a way that allows the students "to integrate the multiple points of view into a cohesive understanding"? 		
* For more detail about the rationale for the IP requirement including the category requirement and design criteria for IP courses, go to http://oucc.ncsu.edu/gep-ip		
Each course in <i>Interdisciplinary Perspectives</i> will provide instruction and guidance that help students to:		
<ol style="list-style-type: none"> 1. Distinguish between the distinct approaches of two or more disciplines; and 2. Identify and apply authentic connections between two or more disciplines; and 3. Explore and synthesize the approaches or views of the two or more disciplines. 		
Student learning outcome(s) for Objective #1: Define and describe an interdisciplinary approach to Human Animal Studies through required readings, class activities, and written coursework as well as identify and distinguish between anthropological, historical, geographic, and philosophical perspectives of human and animal relations. Students will be able to identify and describe concepts, methods, and issues that are relevant to these different disciplinary perspectives.		
Measure(s) for above Outcome(s): Students will be asked to read and reflect upon scholarly writing from Human Animal Studies and these scholarly writings include articles from cultural anthropology, history, geography, and philosophy. Historical accounts of dogs in Great Britain circa the 1800s or anthropological writings on Brahman bulls in India offer the students the opportunity to consider various scholarly perspectives as well as to engage with specific disciplinary concepts and methods. Students will write questions, complete activities, and discuss in class the specific perspectives presented in the writings. Students will also explore and describe possible alternative perspectives or methods by using a "toolkit" and this toolkit requires students to identify the perspective and issues presented as well as examine each issue from multiple disciplinary perspectives as defined in class. The toolkit provides students with an interdisciplinary framework of questions that enables them to explore the issue from multiple perspectives. For instance, students may ask how values and beliefs about pet dogs in Great Britain circa the 1800s reflect cultural or economic differences, how these beliefs and values differ from other European nations circa the 1800s, and/or how these beliefs or values would appear in an anthropological study today.		
Student learning outcome(s) for Objective #2: Identify and apply authentic connections with cultural anthropology, history, geography, and philosophy by reading scholarly writings from each of these disciplines and by applying these connections in their weekly toolkit assignments, in class activities, and written coursework.		
Measure(s) for above Outcome(s): As stated in the first measure, students will complete weekly assignments and in-class activities that focus on the various disciplinary perspectives. Students will also apply the disciplinary concepts or methods in hands-on assignments or in-class activities and they will present these assignments and activities in class discussions. For example, students must map out two different familiar, everyday spaces in an exercise that allows them to consider the complex ways that		

Course Action Short Form for GEP Interdisciplinary Perspectives (IP)

geographers visualize human and animal interactions. Students must consider how one represents the space, what elements are presented in the space, and locate animals within this space. Students must consider human animal interactions that are specific to each space. For example, do animals partake in the space (sidewalks in front of a coffee shop) or are they commodified or consumed in the space (grocery store shelf)? Students must then identify and describe central issues with the human animal interactions in this space. All of these assignments and activities allow students to identify various perspectives and to authentically apply them through the class coursework.

Student learning outcome(s) for Objective #3:

Identify, define, and explain key concepts, methods, or disciplinary approaches to human and animal interactions. In particular, students will be able to synthesize and articulate the specific approaches applied by anthropologists, historians, geographers, and philosophers in their final research project.

Measure(s) for above Outcome(s):

Although all course assignments and activities support the 3rd objective, the final research project requires students to conduct first hand research and to formulate an original argument based on the interdisciplinary approach to Human Animal Studies presented in the course. Students must identify and explain their research topic and explain the anthropological, historical, geographical, and philosophical background of their project. Research projects may emphasize a singular disciplinary perspective or method, however, each final research project must also address two or more disciplinary perspectives, concepts or methods.

- Attach course information per review instructions
- Attach signature page with required signatures.
- Attach completed GEP Course Evaluation Rubric

2013-2014

Which disciplines will be synthesized, connected, and/or considered in this course?

The assigned textbook is written by a geographer and synthesizes a geographic approach to Human Animal Studies, while simultaneously connecting to cultural, historical, and philosophical perspectives. Additional reading assignments written by historians, anthropologists, and philosophers will allow students to connect and consider multiple disciplinary perspectives. In addition, guest lecturers from across the campus have agreed to speak to the class on issues or concerns relevant to their discipline.

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

Instructors have identified relevant course readings and supplementary material that are produced by distinct scholars within various disciplines such as history, geography, international studies, anthropology (physical and cultural), as well as philosophy. Each of these readings presents a perspective and issue from their distinct disciplinary perspectives. Students are encouraged to examine and interpret the material using a "toolkit" (see grading components) and this toolkit requires students to identify the perspective and issues presented as well as also examine each issue from multiple disciplinary perspectives as defined in class. Students, for example, will identify and examine the research methods and concepts presented, while also considering how the issue could be interpreted from a varying angle or perspective. Class discussions will also promote balanced discussions that connect with multiple disciplines and that interpret the issue from these differing perspectives.

**N.C. STATE UNIVERSITY
UNDERGRADUATE COURSE ACTION FORM
Effective September 2008**

NOTE: Click shaded fields to type data and click on boxes to check.

DEPARTMENT/PROGRAM	INTERDISCIPLINARY STUDIES	
COURSE PREFIX/NUMBER	IDS 310	
PREVIOUS PREFIX/NUMBER		
COURSE TITLE	ANIMALS IN THE GLOBAL COMMUNITY	
ABBREVIATED TITLE	ANIMALS GLOBAL COMMUNITY	
SCHEDULING	Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer <input type="checkbox"/> Every Year <input checked="" type="checkbox"/> Alt. Year Odd <input type="checkbox"/> Alt. Year Even <input type="checkbox"/> Other <input type="checkbox"/>	
COURSE DELIVERY CHECK ALL THAT APPLY	ON CAMPUS <input checked="" type="checkbox"/> DISTANCE EDUCATION <input type="checkbox"/> ONLINE <input type="checkbox"/> REMOTE LOCATION <input type="checkbox"/>	
COURSE CREDIT/GRADING	CREDIT HOURS 3	GRADING ABCDF <input checked="" type="checkbox"/> S/U <input type="checkbox"/>
CONTACT HOURS <i>See contact/credit hour guidelines for detail.</i>	LECTURE 1 SEMINAR 2 LABORATORY _____ PROBLEM _____ STUDIO _____ INDEPENDENT STUDY _____ RESEARCH _____ INTERNSHIP _____ PRACTICUM _____ FIELD WORK _____	
IS COURSE REPEATABLE FOR CREDIT?	N	# REPEATS ALLOWED _____
INSTRUCTOR(S) (NAME/RANK)	DR. CAROL ANN LEWALD/LECTURER; NELL KRIESBERG/LECTURER	

ANTICIPATED ENROLLMENT	Per semester 35 Per section 35 Will multiple sections be offered? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
PREREQUISITE(S)	NONE	
COURSE(S) TO BE COMPLETED PRIOR TO ENROLLING	ENFORCE PRE-REQUISITE CHECKING? YES OR NO	
CO-REQUISITE(S)	NONE	
COURSE(S) TO BE TAKEN CONCURRENTLY WITH THIS COURSE	ENFORCE CO-REQUISITE CHECKING? YES OR NO	
PRE/CO-REQUISITE FOR...	LIST COURSE(S) THAT REQUIRE THIS COURSE AS A PRE/CO-REQUISITE	
RESTRICTIVE STATEMENT (EX: MA AND AMA MAJORS ONLY)	JUNIOR STANDING OR HIGHER	
COURSE IS REQUIRED FOR:	LIST DEGREE KEY FOR ALL CURRICULA OR IDENTIFY MINOR IN WHICH COURSE IS OR WILL BE REQUIRED	
COURSE IS AN ELECTIVE FOR:	INTERNATIONAL STUDIES, INTERDISCIPLINARY STUDIES	
PROPOSED EFFECTIVE DATE 08/14	APPROVED EFFECTIVE DATE	COURSE REVIEW DUE

A lecture/seminar exploring the interdisciplinary field of Human Animal Studies in a global context, examining cultural, economic, ethical, ecological, geographical, political and psychological aspects of human/nonhuman interactions using readings, films and guest lectures. E.g. what are global ecological/ political ramifications of treating cattle as sacred versus breeding them for beef? Why are there more tigers in captivity than in the wild? What are our ethical obligations to the Great Apes? Concepts such as place and placelessness, boundaries, animals as refugees, and interspecies justice will be explored. Course includes team work, and a research project focusing on personal area of interest.

TYPE OF PROPOSAL	
NEW COURSE	<input checked="" type="checkbox"/>
DROP COURSE	<input type="checkbox"/>
REVISE COURSE	<input type="checkbox"/>
REVISION IN:	
CONTENT	<input type="checkbox"/>
PREFIX/NUMBER	<input type="checkbox"/>
TITLE	<input type="checkbox"/>
ABBREVIATED TITLE	<input type="checkbox"/>
CREDIT HOURS	<input type="checkbox"/>
CONTACT HOURS	<input type="checkbox"/>
GRADING METHOD	<input type="checkbox"/>
SCHEDULING	<input type="checkbox"/>
PRE/CO-REQUISITES	<input type="checkbox"/>
RESTRICTIVE STATEMENT	<input type="checkbox"/>
CATALOG DESCRIPTION	<input type="checkbox"/>
LEARNING OUTCOMES	<input type="checkbox"/>
GEP LEARNING OUTCOMES ONLY	<input type="checkbox"/>
DUAL-LEVEL COURSE	<input type="checkbox"/>
GEP COURSE	<input type="checkbox"/>
<i>CHECK APPLICABLE CATEGORY BELOW:</i>	
HUMANITIES	<input type="checkbox"/>
SOCIAL SCIENCES	<input type="checkbox"/>
MATHEMATICAL SCIENCES	<input type="checkbox"/>
NATURAL SCIENCES	<input type="checkbox"/>
INTERDISCIPLINARY PERSPECTIVES	<input checked="" type="checkbox"/>
VISUAL & PERFORMING ARTS	<input type="checkbox"/>
PE/HEALTHY LIVING	<input type="checkbox"/>
GLOBAL KNOWLEDGE CO-REQ	<input checked="" type="checkbox"/>
U.S. DIVERSITY CO-REQ	<input type="checkbox"/>
THEMATIC TRACK	<input type="checkbox"/>
DOCUMENTATION AS REQUIRED	
(CHECK ALL THAT APPLY)	
COURSE JUSTIFICATION	<input checked="" type="checkbox"/>
PROPOSED REVISION(S) WITH REASONS	<input type="checkbox"/>
ENROLLMENT LAST 5 YEARS	<input type="checkbox"/>
NEW RESOURCES STATEMENT	<input checked="" type="checkbox"/>
CONSULTATION WITH DEPARTMENT(S) PROVIDED	<input checked="" type="checkbox"/>
SYLLABUS (OLD AND NEW)	<input checked="" type="checkbox"/>
GEP CATEGORY OBJECTIVES	<input checked="" type="checkbox"/>
GEP STUDENT LEARNING OUTCOMES	<input checked="" type="checkbox"/>
MEANS OF ASSESSING GEP OUTCOMES	<input checked="" type="checkbox"/>

**SIGNATURE PAGE
ATTACHED**

FOR COURSE ACTION FORM INSTRUCTIONS SEE
[HTTP://WWW.NCSU.EDU/UAP/ACADEMIC-
STANDARDS/COURSES/CRSINST.HTML](http://www.ncsu.edu/uap/academic-standards/courses/crsinst.html)

SIGNATURE PAGE
COURSE ACTION FOR IDS 310

5375

RECOMMENDED BY:

Steph C. Brown Jan. 7, 2014
HEAD, DEPARTMENT/PROGRAM DATE

ENDORSED BY:

Linda Williams 1/13/2014
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

Victoria J. Galloway 1/14/2014
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 _____

IDS 310

Animals in the Global Community
Fall 2014 ❖ Hall and rm # ❖ MW 3:00-4:15 PM

Instructors

Nell Kriesberg *Instructor*

Email: nkriesb@ncsu.edu

Phone: 919-609-9274

Office Location: 1911 Bldg room 228

Office Hours: TBA

Dr. Carol Ann Lewald *Instructor*

Email: calewald@ncsu.edu

Phone: 919-515-0449

Office Location: 1911 Bldg room 106A

Office Hours: M 12:00-1:20; T 9:00-10:00.

Textbooks

Urbanik, Julie: Placing Animals: An Introduction to the Geography of Human-Animal Relations
(Rowman & Littlefield Publishers: 2012), Edition: 1st, ISBN: 1442211849 (Paperback on Amazon: \$26.06)

Additional required reading assignments, designated as [pdf] or [link] on the class schedule, are available via the NCSU Libraries website as Course Reserves. A link to the Course Reserves is also available via the course Moodle website. The required book is also on reserve in DH Hill and may be checked out for 2 hours.

Catalog Description

A lecture/seminar exploring the interdisciplinary field of Human Animal Studies in a global context, examining cultural, economic, ethical, ecological, geographical, political and psychological aspects of human/nonhuman interactions using readings, films and guest lectures. E.g. what are global ecological/ political ramifications of treating cattle as sacred versus breeding them for beef? Why are there more tigers in captivity than in the wild? What are our ethical obligations to the Great Apes? Concepts such as place and placelessness, boundaries, animals as refugees, and interspecies justice will be explored. Course includes team work, and a research project focusing on personal area of interest.

Course Description

This course involves multiple modes of instruction and learning through which students explore the growing interdisciplinary arena of Human Animal Studies (HAS) within a global context. Students begin with basic questions regarding human and animal relationships by examining the social, historical, geographic, and philosophical basis of these human and animal interactions. With an emphasis on the complex and frequently contradictory relationship between humans and animal, students examine the cultural, economic, ethical, ecological, and political basis of varying interactions and environments. In an age of boundary-less sharing, where the distances between people and places appear fluid, and attachments or causes go viral with a single tweet, students will examine the role social and historic contexts play in highlighting and defining key issues in human and animal relations. Although many people consider it quite simple or straightforward to identify or explain what an animal is, these definitions are frequently rooted to specific geographic and cultural contexts and these contexts simultaneously reflect specific human values or beliefs. For example, in this course students question why some animals are highly revered in one place, such as Brahman bulls or cows in India, while raised as livestock for human consumption in places such as North and South America. What defines the place of this animal as a sacred cow and symbol of life in one area of the world and as farm animal bred solely for economic gain or consumption in another? The interdisciplinary nature of this course enables students to examine the social, historical, philosophical, and geographic context of human and animal relations on a global scale, while examining the varied cultural, economic, ethical, ecological, and political basis of human and animal concerns.

The topical organization of the class will allow students to first examine the domestication of animals as pets and the co-habitation of humans and animals at home. Secondly, students will analyze the social and historic context of “work” animals such as in the entertainment industry, as objects of adoration in zoos, or as service animals

across the globe. Likewise, students will explore the place of animals on farms as products or objects for consumption, and the social and geographical place of animals as food internationally. In particular, students examine ethical and moral concerns in relation to humans and animals and the place of animals in an increasingly human centered environment. The construction of human environments and the destruction of natural habitats in both the Global North and Global South leaves us questioning the management and maintenance of “wild” animals in a world constructed of human borders and boundaries, while once wild spaces increasingly disappear.

Learning Outcomes

1. Students will be able to define and describe the social, historical, philosophical, and geographic context of human and animal relations on a global scale. Students will apply an interdisciplinary framework in the analysis of human and animal interactions as well as distinguish between the varying disciplinary approaches.
2. Students will be able to identify social, economic, ethical, ecological, and political concerns and examine these concerns using an interdisciplinary perspective.
3. Students will be able to specifically identify and examine variations in human and animal interactions with an emphasis on animals as pets, work animals, farm animals, and animals in the wild. Students will evaluate and describe the variations in these human and animal interactions in specific geographic environments across the globe.
4. Students will be able to critically explore, synthesize, and articulate the nature of human and animal relations as well as examine the state of current research in Human Animal Studies through weekly written assignments, in class activities, class discussions.
5. Students will be able to evaluate and describe the implications of human animal relations and explore specific issues emerging as a result of animals existing in human centered environments.
6. Students will be able to identify and examine a central set of social, economic, ethical, geographic, historical, or ecological issues in HAS. Students will conduct an individual research project and the research will define, assess, and articulate a set of issues facing animals or an animal within a global context. Students will refine their research projects within a small group and present their findings to the entire class.

Course Structure

This lecture/seminar is designed to foster critical and creative thought processes by students through short classroom lectures, periodic guest lectures, and weekly toolkit assignments (see grading components) that require students to interpret, analyze and apply an interdisciplinary framework to the issues covered in the course material. Students will also complete hands-on activities that also require students to utilize their knowledge as they analyze everyday, familiar environments. In addition, students will develop a research project that more thoroughly examines a specific animal or place based issue using the interdisciplinary framework presented in the course. This course operates as a twice weekly seminar and class sessions involve a variety of activities including lectures, in-class activities based on toolkit assignments, and breakout group sessions. The class also includes several guest lectures through the course of the semester. As discussed above, participation and attendance in class accounts for 10% of your total grade and both attendance and active participation in classroom activities and discussions are mandatory. More than five unexcused absences will result in an automatic failing grade in the course. Come prepared to discuss assigned readings, films, lectures, or relevant current issues.

Course Policies

Electronic devices such as laptops, smartphones, iPods, cell phones, mp3 players and tablets must remain off or on silent during class and they must be out of sight unless the student has prior consent from the professor. If you have a special need for the electronic device, please speak with the instructor about making about the issue. Disability Services for Students (DSS) alerts faculty and staff when accommodations need to be made for students with verifiable disabilities. Students must register with Disability Services for Students (DSS) at 1900 Student Health Center, Campus Box 7509, 515-7653 in order to benefit from alternative accommodation.

General Education Program (GEP) Information

GEP Category

Interdisciplinary Perspectives

GEP Category Outcomes followed by Measures for Outcomes

Upon completion of the course students will be able to:

1. Define and describe an interdisciplinary approach to Human Animal Studies through required readings, class activities, and written coursework as well as identify and distinguish between cultural, historical, geographic, and philosophical perspectives of human and animal relations. Students will be able to identify and describe concepts, methods, and issues that are relevant to these different disciplinary perspectives.

Measures for fulfilling the IP Category Outcome #1:

Students will be asked to read and reflect upon scholarly writing from Human Animal Studies and these scholarly writings include articles from cultural anthropology, history, geography, and philosophy. Historical accounts of dogs in Great Britain circa the 1800s or anthropological writings on Brahman bulls in India offer the students the opportunity to consider various scholarly perspectives as well as to engage with specific disciplinary concepts and methods. Students will write questions, complete activities, and discuss in class the specific perspectives presented in the writings. Students will also explore and describe possible alternative perspectives or methods by using a "toolkit" (see grading components) and this toolkit requires students to identify the perspective and issues presented as well as examine each issue from multiple disciplinary perspectives as defined in class. The toolkit provides students with an interdisciplinary framework of questions that enables them to explore the issue from multiple perspectives. For instance, students may ask how values and beliefs about pet dogs in Great Britain circa the 1800s reflect cultural or economic differences, how these beliefs and values differ from other European nations circa the 1800s, and/or how these beliefs or values would appear in an anthropological study today.

2. Identify and apply authentic connections with cultural anthropology, history, geography, and philosophy by reading scholarly writings from each of these disciplines and by applying these connections in their weekly toolkit assignments, in class activities, and written coursework.

Measures for fulfilling the IP Category Outcome #2:

As stated in the first measure, students will complete weekly assignments and in-class activities that focus on the various disciplinary perspectives. Students will also apply the disciplinary concepts or methods in hands-on assignments or in-class activities and they will present these assignments and activities in class discussions. For example, students must map out two different familiar, everyday spaces in an exercise that allows them to consider the complex ways that geographers visualize human and animal interactions. Students must consider how one represents the space, what elements are presented in the space, and locate animals within this space. Students must consider human animal interactions that are specific to each space. For example, do animals partake in the space (sidewalks in front of a coffee shop) or are they commodified or consumed in the space (grocery store shelf)? Students must then identify and describe central issues with the human animal interactions in this space. All of these assignments and activities allow students to identify various perspectives and to authentically apply them through the class coursework.

3. Identify, define, and explain key concepts, methods, or disciplinary approaches to human and animal interactions. In particular, students will be able to synthesize and articulate the specific approaches applied by anthropologists, historians, geographers, and philosophers in their final research project.

Measures for fulfilling the IP Category Outcome #3:

Although all course assignments and activities support the 3rd objective, the final research project requires student to conduct first hand research and to formulate an original argument based on the interdisciplinary approach to Human Animal Studies presented in the course. Students must identify and explain their research

topic and explain the historical, cultural, geographical, and philosophical background of their project. Research projects may emphasize a singular disciplinary perspective or method, however, each final research project must also address two or more disciplinary perspectives, concepts or methods.

Which disciplines will be synthesized, connected, and/or considered in this course?

The assigned textbook is written by a geographer and synthesizes a geographic approach to Human Animal Studies, while simultaneously connecting to cultural, historical, and philosophical perspectives. Additional reading assignments written by historians, anthropologists, and philosophers will allow students to connect and consider multiple disciplinary perspectives. In addition, guest lecturers from across the campus have agreed to speak to the class on issues or concerns relevant to their discipline.

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

Instructors have identified relevant course readings and supplementary material that are produced by distinct scholars within various disciplines such as history, geography, international studies, anthropology (physical and cultural), as well as philosophy. Each of these readings presents a perspective and issue from their distinct disciplinary perspectives. Students are encouraged to examine and interpret the material using a "toolkit" (see grading components) and this toolkit requires students to identify the perspective and issues presented as well as also examine each issue from multiple disciplinary perspectives as defined in class. Students, for example, will identify and examine the research methods and concepts presented, while also considering how the issue could be interpreted from a varying angle or perspective. Class discussions will also promote balanced discussions that connect with multiple disciplines and that interpret the issue from these differing perspectives.

GEP Co-requisites

Global Knowledge

GEP Co-requisite Outcomes followed by Measures for Outcomes

Upon completion of the course students will be able to:

1. Identify and examine the cultural, historical, geographic and philosophical context for human and animal interactions on a global scale. Students will examine ideas, beliefs, values, and economic aspects of human and animal relations in places such as Great Britain, the United States, India, Brazil, sub Saharan Africa, and South Africa.

Measures for fulfilling co-requisite Global Knowledge outcome #1:

Required course readings and supplementary material expose students to human and animal relations across the globe. Students will reflect on the material and describe their understanding of the cultural, historical and geographic contexts. Students will apply this understanding when developing their individual research projects. For example, students undertake mapping exercises where they will examine several familiar, everyday spaces such as a specific section of a grocery store or a public space such as a park or congested sidewalk. When students map the space, they will explore what animals emerge and how they emerge in the context. The mapping allows students to assess the values and beliefs associated with them on a local and global scale. For example, a student may map out Pomeranians being walked in a park by several individuals wearing leather jackets or eating sausage biscuits. Locating the animals such as Pomeranians originating from Iceland or leather from Italy allows students to trace and identify longstanding values and beliefs about these animals that link local contexts to places across the globe.

2. Examine and explore how these distinguishing characteristics relate to both the historical and cultural contexts. The geographic context of the site specific studies will allow students to analyze the role of

specific historic events, cultural beliefs, political and economic pressures that shape and influence the differing human and animal interactions.

Measures for fulfilling co-requisite Global Knowledge outcome #2:

The specific cases presented in the readings and supplementary material allows students to engage in cross-cultural analysis, while examining and assessing the geographic context of the human and animal interactions. For instance, students will examine management and conservation challenges facing poachers, tourists, and locals with regard to wildlife in the Serengeti National Park. Students will examine this history and cultural context of the challenges, while simultaneously questioning how other national parks in the United States and elsewhere have managed and conserved wildlife. Toolkit assignments and the final project will allow students the opportunity to examine and explore similarities and the differences on a local and global scale.

Grading Components, Weight & Descriptions

The coursework is designed to enable students to reflect on the readings and develop an understanding of the interdisciplinary nature of HAS. Students must complete all required readings, weekly toolkit questions, in-class activities, an independent research project and compile an ePortfolio that incorporates each of these course requirements.

Component	Weight	Descriptions
Participation and Attendance	10%	<p>As discussed above, participation and attendance in class accounts for 10% of your total grade and both attendance and active participation in classroom activities and discussions are mandatory. More than five unexcused absences will result in an automatic failing grade in the course. Come prepared to discuss assigned readings, films, lectures, or relevant current issues.</p> <p>The following guidelines will be used when evaluating your preparation and participation in all class activities: A = you actively participate in class activities and are well prepared, having completed all toolkit assignments before class; you are attentive, fully engage with classmates during group work, respond when called upon and volunteer often with pertinent questions and comments. B = you are usually prepared, generally having completed toolkit assignments before class, and always respond when called on; generally engage with classmates during group work, and you volunteer on occasion. C = you often show evidence of being unprepared and do not consistently complete toolkit assignments before class; you have some trouble when called on, you do not consistently or effectively contribute during group work, and do not volunteer often. D = you are unprepared, do not complete toolkit assignments before class and/or are inattentive; you do not contribute during group work you never volunteer; you come to class late and/or leave early. F = any one of these will trigger an F: you exhibit a lack of concern for the class or group work; you sleep in class; you use your cell phone or other electronic devices during class; you conduct private chats with your neighbors; your behavior may have a negative effect on the class.</p> <p>Most class sessions focus on active class participation and students will</p>

Component	Weight	Descriptions
		<p>have the opportunity to present their responses to toolkit assignments as well as pose discussion questions and engage in discussions of the course material. In addition, students will work in small groups of 3-4 and develop individual projects within these small groups. As students develop their research projects, specific class periods will be structured as hands-on workshops that will provide students with the research skills, ideas, and critical feedback. The small research groups may hold breakout sessions during our class period, which will allow students to discuss student's individual research projects and to share pertinent information amongst students doing related research. If you are absent, it will pose a significant obstacle to your achievement of our course goals. <u>More than five unexcused absences will result in a failing grade for the course.</u></p>
<p>Toolkit Questions, Discussion Questions, and Class Activities</p>	<p>15%</p>	<p>The toolkit questions enable students to analyze how the analytic categories (cultural, economic, ethical, social, historical, ecological, and political) converge with the branches (anthropology, history, geography, and philosophy), the methods (archival, fieldwork, or mapping) or the concepts (place, landscape, scale, power, or space) covered in the Urbanik textbook (2013: 9, 14). A handout with the toolkit questions will be distributed the first day of class. The toolkit is a framework for analyzing the readings and the students will use this framework throughout the semester to analyze the material using this interdisciplinary framework. Answering the toolkit questions and applying toolkit thinking requires students to reflect on the intertwined nature of the issues. For example, how are tigers commodified for their parts or for tourism? How are conflicts between humans and tigers addressed and should they be kept as pets? These questions enable students to engage with relevant issues from a variety of disciplinary such as economics, geography, cultural anthropology, philosophy, and international studies as well as engage with issues such as environmental conservation, tourism and development. In addition to answering toolkit questions about the readings, students must also complete the accompanying daily activity and will be asked to incorporate the questions as well as the activity into class discussions. These activities are hands on and enable students to engage with a variety of disciplinary approaches and concerns from a global perspective.</p>
<p>Research Project & Annotated Bibliographies (3 distinct tasks)</p>	<p>30% total (10% for each task)</p>	<p>Students will work in small groups of 3-4 and develop group research projects. Each individual student will work on a separate issue, aspect, or feature within the larger group project. Annotated bibliographies typically include the full reference information for the text that you have read, a summary of what the source reports and more specific information about how this particular source connects to the student's research project. Annotations do not summarize the source, but rather analytically evaluate the material and offer critical explanations of how the material relates to the student's research topic. Over the course of the semester, students will locate and examine numerous sources of information, but not all will support their research objectives.</p>
<p>Final ePortfolio</p>	<p>30%</p>	<p>The goals for creating an ePortfolio using Google software are twofold. The ePortfolio acts as a final exam and requires students to selectively (1) synthesize and present what they've learned through the course in hands-on toolkit assignments, and in-class activities. In addition, students must</p>

Component	Weight	Descriptions
		(2) reflect on and evaluate their experience of the material as well as document their individual research project in written form. A successful ePortfolio must clearly identify a purpose for the ePortfolio. The ePortfolio is a take home exam and reflects individual experiences and must clearly state the student's purpose for using these particular assignments and clearly present the student's research project. Students will submit their ePortfolio during the scheduled Final Exam period and should approach the portfolio as their Final Exam.
Presentation	15%	During the last week of the semester, students will give an in-class presentation of their research project. This presentation is worth 15% of your course grade. The oral presentation is meant to demonstrate how the student has approached a research question and analyzed or interpreted their findings. Likewise, students must assign a relevant reading to classmates to read prior to the presentation. In the presentation, students strive to synthesize the most important and interesting aspects of their research. A presentation seeks to receive a public response or generate a series of questions. Students are welcome to be innovative with their presentations; audience interaction or creative visual aids, for example, are welcome.

Key Due Dates

TOOLKIT ASSIGNMENTS & QUESTIONS	WEEKLY
RP/ANNOTATIONS #1	WK 9
RP/ANNOTATIONS #2	WK 10
RP/ANNOTATIONS #3	WK 11
PRESENTATIONS	WK 14-15
FINAL EPORTFOLIO TAKE HOME EXAM DUE/FINAL EXAM DATE	WK 16

Grading Scale

97-100% A+	87-89.9% B+	77-79.9% C+	67-69.9% D+
93-96.9% A	83-86.9% B	73-76.9% C	63-66.9% D
90-92.9% A-	80-82.9% B-	70-72.9% C-	60-62.9% D-
			Below 60% F

Requirements for Credit-Only (S/U) Grading

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

Requirements for Auditors (AU)

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

Policies on Incomplete Grades

The burden of fulfilling an incomplete grade is the responsibility of the student. 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 university policy on incomplete grades is located at <http://policies.ncsu.edu/regulation/reg-02-50-3>.

Attendance/Absence Policy

Attendance and active participation in classroom activities and discussions are mandatory. More than five unexcused absences will result in an automatic failing grade in the course. Come prepared to discuss assigned readings, films, lectures, or relevant current issues. For complete attendance and excused absence policies, plus a further explanation of what constitutes an excused absence, please see <http://policies.ncsu.edu/regulation/reg-02-20-03>

Late Assignments/Makeup Work Policy

Missing class without a written explanation that conforms to university policy for excused absences will negatively impact your grade. Likewise, all coursework must be completed by the scheduled date. Coursework will be deducted one letter grade for each 24-hour period (including weekends) that the coursework is late. If you encounter an unanticipated event or have a conflict that the university recognizes as a reasonable excuse, then please make adequate arrangements with the professor prior to the due date or the absence or within one week after return to class from unanticipated events. If you miss class when assignments or other activities are due, you must email your work to the professor before the start of class in order to receive full credit for the work.

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>

Students are encouraged to contact the instructors during office hours or via email with any questions or concerns about the coursework.

Academic Honesty

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

Students must uphold the university's honor pledge and cheating, plagiarism, and academic dishonesty as defined through NCSU policy is not tolerated. In particular, students must cite or reference all sources of information that appear in the students' written coursework. Using someone else's ideas or writing without citing the source is **plagiarism**. Plagiarism is in direct violation of the university's honor pledge.

Honor Pledge

Your completion and submission of any coursework for grading indicates "I have neither given nor received unauthorized aid on this test or assignment."

Electronically-Hosted Course Components

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

Accommodations for Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, student must register with the Disability Services Office (<http://www.ncsu.edu/dso>),

919-515-7653. For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation at <http://policies.ncsu.edu/regulation/reg-02-20-01>.

Non-Discrimination Policy

NC State University provides equality of opportunity in education and employment for all students and employees. Accordingly, NC State affirms its commitment to maintain a work environment for all employees and an academic environment for all students that is free from all forms of discrimination. Discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation is a violation of state and federal law and/or NC State University policy and will not be tolerated. Harassment of any person (either in the form of quid pro quo or creation of a hostile environment) based on race, color, religion, creed, sex, national origin, age, disability, veteran status, or sexual orientation also is a violation of state and federal law and/or NC State University policy and will not be tolerated. Retaliation against any person who complains about discrimination is also prohibited. NC State's policies and regulations covering discrimination, harassment, and retaliation may be accessed at <http://policies.ncsu.edu/policy/pol-04-25-05> or http://www.ncsu.edu/equal_op/. Any person who feels that he or she has been the subject of prohibited discrimination, harassment, or retaliation should contact the Office for Equal Opportunity (OEO) at 919-515-3148.

Course Schedule

Wks	Readings and Topics:	Mon	Wed 1 st class is Introduction to the class; distributing Syllabus
Wk 1	“Place as a way of understanding” – habitat, landscape, neighborhood, and home. Assignment: Map of our own homes and lives.	View streaming video before 1 st class: <u>The Salmon Forest</u> ; Maps as literal and symbolic: Salmon Forest Ecological Map.	Creswell: “Working with Place;” Tuan: “Experiential Perspective” and “Dominance.”
Wk 2	Place vs Placelessness; Boundaries and Borders; Ethics in situ. Assignment: The Toolkit Approach.	Urbanik Ch 1 “Geography and Human Animal Relations”	Norton and Hannon: “Place Based Environmental Values;” reprise of ethics in situ from <u>The Salmon Forest</u> .
Wk 3	Observational geography, domestication, dwelling.	Urbanik Ch 2 “A History of Animal Geography”	Ingold: “Building, dwelling, living: How animals and people make themselves at home in the world;” Lynn: “Animals, Ethics and Geography.”
Wk 4	Geoethics, Critical Animal Studies and activism, Biodiversity or Interspecies Justice?	Urbanik Ch 3; Guest Lecturer Kimberly Ange, NCSU Department of Animal Science: Pets in our Culture.	Jones: “(Un)ethical geographies of human-non-human relations;” Cooper: “Other species and moral reason” 2 nd half of class is organizing study teams, either focus on a particular animal or a particular geographic location: what questions do you want to investigate this semester?

Wk 5	Animals as part of our culture, part of our economy; part of the landscape	Guest Lecturer Shannon Pratt-Phillips, NCSU Department of Animal Science: Horses in Ireland and around the world.	Class meets in library to begin work with study teams
Wk 6	Boundary blurring, literal and symbolic, The wild, the feral, the domesticated; the animals' point of view.	Franz Kafka: "Report to the Academy" and "Lambkitten;" Leo Tolstoy: "Autobiography of a Horse;" Donovan: "Tolstoy's Animals;" Griffiths et al: "Feral Cats in the City"	Class meets in library to continue work with study teams
Wk 7	Zoos and cages as locus? Habitat? 'Home?	Urbanik: Ch 4 "Beasts of Burden: Geographies of Working Animals" (education, research, service, entertainment); Davies: "Virtual animals in electronic zoos".	Guest Lecturer Jen Campbell, NCSU Department of Biological Sciences: Managing animals in captivity.
Wk 8	Place vs Placelessness: Cages as 'habitat?' Genetic engineering as boundary blurring, Infectious disease as another sort of global 'placelessness'	Urbanik: Ch 4 Continued: Robert and Baylis: "Crossing Species Boundaries"	Guest Lecturer Susan Kennedy-Stoskopf, DvM, NCSU Veterinary College, Global infectious disease and the One World Health Initiative.
Wk 9	The slaughterhouse and fisheries as examples of both place and placelessness.	Urbanik Ch 5 Down on the Farm: Geographies of Animal Parts	Nibert: ""The Political Economy of Meat: Oppression of Cows and Other Devalued Populations in Latin America:" UN Report: "Livestock's Long Shadow"
Wk 10	Problem of the Great Apes: Anthropology meets Geography meets Ethics: Reprise of Boundary between the human and non-human	Newton et.al. "The extended family: the saga of the great apes;" Wise: "A Great Shout; Legal Rights for Great Apes;" Nussbaum: "Beyond Compassion and Humanity: Justice for Non-Human Animals."	Students Work on their Study Team Projects in Class
Wk 11	Biodiversity vs interspecies justice? Assigned Streaming Video: <u>Milking the Rhino</u>	Urbanik Ch 6 "Into the Wild."	Shetler: "The Creation of Serengeti National Park;" Neumann: "Moral and discursive geographies in the war for biodiversity in Africa;"
Wk 12	Focus on Lions Assigned Streaming Video: <u>The Last Lions.</u>	Urbanik Ch 7 Conclusion: the place of geography in human-animal relations.	Guest Lecturer Roland Kays, NCSU Department of Forestry and Environmental Resources: the Movebank Project and Wildlife conservation
Wk 13	Over-arching issues: Animals as refugees: zoos as refugee camps; grief and loss issues: Do animals grieve?	Nicol: "Do Elephants Have Souls?" Masson: "Grief, Sadness and the Bones of Elephants."	Watts: "Afterward: Enclosure;" Warner: "We are all refugees;" Stanescu: "Species Trouble: Judith Butler, Mourning and the Precarious Lives of Animals."

Wk 14		Student Research Groups Presentations	Student Research Groups Presentations
Wk 15		Student Research Groups Presentations	Student Research Groups Presentations

IDS 310: Animals in the Global Community Documentation

Course Justification

- NC State students in programs in the College of Natural Resources, the College of Agriculture and Life Sciences and the College of Sciences as well as students in other colleges will benefit from studying animals in the larger context of the global community and from an interdisciplinary perspective.
- IDS 310 will fulfill both the Interdisciplinary Perspectives GEP category and the Global Knowledge co-requisite and will provide a junior-level interdisciplinary course appropriate for all undergraduates.
- This course will be offered as a 300-level seminar course in Interdisciplinary Studies in CHASS. Like other Interdisciplinary Studies courses, it will introduce students to interdisciplinary methods and inquiry.
- Undergraduates taking the IDS 310 seminar course will carry out interdisciplinary research projects and will be prepared for future engagement at the local or global level. Thus the course supports goals 3 and 5 of NC State's Strategic Plan.

Resources Statement

This course will not require allocation of additional resources of faculty, facilities, or equipment. It will be taught once a year by one of two lecturers in Interdisciplinary Studies *in lieu of* one of the courses they currently teach and which also serve the same student population, i.e. students taking courses for the IP and GK GEP lists. The instructors will take turns teaching this course so their current portfolio of classes is impacted only once every two years (currently they teach varying combinations of IDS, STS, IS, and WGS courses at the 200 and 300 levels). IDS 310 also includes a number of guest lectures from faculty in Animal Science, Biological Sciences, Forestry and Environmental Resources, and the College of Veterinary Medicine as well as possibly a Wildlife Educator from Conservators' Center Wildlife Sanctuary in Mebane, who have all agreed to participate.

Enrollment

This course has not been offered yet but we expect the topic to attract enough students to regularly fill this course offering 35 seats per year.

Consultation with other Departments

Consultation with Animal Science (CALs): Associate Dean Sam Pardue and Department Head Todd See, Todd_See@ncsu.edu:

Sam Pardue <slpposc@ncsu.edu>

Nov 18

to me, Todd, Carol, Nell

Helga,

I sent your request to the CALS coordinators. To date, I have heard no objections from our faculty. One minor edit on the syllabus: I do not believe that Zoology exists as a department any more.

Sam

On 11/18/2013 2:35 PM, Helga Braunbeck wrote:

Dear Sam Pardue and Todd See,

I have not heard back from you so I am resending this request for consultation.

We look forward to hearing from you.

Thanks so much and best wishes,

Helga

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

From: Helga Braunbeck <hgb@ncsu.edu>

Date: Mon, Nov 4, 2013 at 2:24 PM

Subject: Consultation for new course: IDS 310 - Animals in the Global Community

To: Todd See <tsee@ncsu.edu>, Sam Pardue <slpposc@ncsu.edu>

Cc: Nell Kriesberg <nkriesb@ncsu.edu>, Carol Lewald <calewald@unity.ncsu.edu>

Dear Sam Pardue and Todd See,

two of my faculty in Interdisciplinary Studies have created a new course on "Animals in the Global Community". It started out as a planned collaboration with one faculty member from animal science and a third faculty from biology, but for various reasons they had to drop out. So it is now a course taught by IDS faculty (taking turns) and with guest lectures from a variety of NC State departments.

We believe that this kind of course could provide an opportunity for NC State undergrads from many majors to study animals from a global and interdisciplinary perspective, mostly from humanities and social sciences points of view. We hope that such a course would also be attractive to and useful for students in CALS and in the field of Animal Science.

I have attached the CAF and other documentation. Please let us know if you can support this new course offering or if you have questions or concerns that need to be addressed.

Thank you and best wishes,
Helga

--

Dr. Helga G. Braunbeck
Assistant Dean for Interdisciplinary Studies and International Programs in the College of Humanities and Social Sciences and Associate Professor of German Foreign Languages and Literatures
North Carolina State University
Raleigh, NC 27695-8106
(919) 515-9320
helga_braunbeck@ncsu.edu
<http://www4.ncsu.edu/~hgb>
http://ids.chass.ncsu.edu/faculty_staff/hgb

Consultation with Biological Sciences (COS): Interim Department Head and Associate Dean, Chris Gould, chris_gould@ncsu.edu:

James Brown <brownjw@ncsu.edu>

Nov 18

to me, Chris, Nell, Carol, Jane

Helga -----

We have. The only course where we are concerned about overlap is BIO 233 Human-Animal Interactions, taught by Dr. Jenny Campbell:

BIO 233 Human-Animal Interactions UNITS: 3 - Offered in Fall and Summer, Interdisciplinary Perspectives This course is designed to explore the relationship humans share with other animals and nature. We will study the early history of animal domestication and the influence of animals on human culture and religion. We will also explore our relationships to animals as pets, food, research subjects, and wildlife. All subjects will be covered through interaction with quest speaker, assigned readings, case studies, and class discussion.

The proposed course is a great addition to a topic that students want more of. Dr. Campbell's approaches this topic in BIO 233 from the science perspective and her impression of Nell Kriesberg's approach is that she focuses more on humanities. The main point of overlap would be where in BIO 233 discusses animal ethics and culture as they relate to the human-animal relationship. There is some overlap, but less than 30% of the material. This is not sufficient to warrant disallowing credit for both courses. Dr. Campbell suggests that if IDS 310 is to be taught in the Fall, she would want to move BIO 233 to Spring, implying some concern about competition between the courses, but there is plenty of student demand for both courses, and having both would allow students to enroll in the course that best fits their needs.

Cheers!

Jim

--

James W. Brown
Associate Professor
Interim Associate Head
Director of Undergraduate Microbiology Programs
Department of Biological Sciences
NC State University

On Nov 18, 2013, at 2:38 PM, Helga Braunbeck <hgb@ncsu.edu> wrote:

Dear Chris, James and Jane,

I wonder if you have had a chance to look over the CAF and documentation for the new course we would like to propose, IDS 310 - Animals in the Global Community.

We look forward to your comments.

Thanks so much and best wishes,
Helga

On Mon, Nov 4, 2013 at 2:59 PM, Chris Gould <chris_gould@ncsu.edu> wrote:
Helga:

Thanks for the email. I've forwarded it on for comments; we'll get back to you after we hear back.

Regards

Chris

Chris Gould, Interim Head, Department of Biological Sciences
Tel: 919-515-8760, Fax 919-515-7855. Express mail: 122-A Cox Hall, 2700 Stinson Drive NC State University,
Box 8201, Raleigh NC 27695-8201.

On Mon, Nov 4, 2013 at 2:32 PM, Helga Braunbeck <hgb@ncsu.edu> wrote:
Dear Chris Gould

two of my faculty in Interdisciplinary Studies have created a new course on "Animals in the Global Community". It started out as a planned collaboration with one faculty member from animal science and a third faculty from biology, but for various reasons they had to drop out. So it is now a course taught by IDS faculty (taking turns) and with guest lectures from a variety of NC State departments.

We believe that this kind of course could provide an opportunity for NC State undergrads from many majors to study animals from a global and interdisciplinary perspective, mostly from humanities and social sciences points of view. We hope that such a course would also be attractive to and useful for students in COS and in the field of Biology.

I have attached the CAF and other documentation. Please let us know if you can support this new course offering or if you have questions or concerns that need to be addressed.

Thank you very much and best wishes,
Helga

--

Dr. Helga G. Braunbeck
Assistant Dean for Interdisciplinary Studies and International Programs in the College of Humanities and Social Sciences and Associate Professor of German Foreign Languages and Literatures
North Carolina State University
Raleigh, NC 27695-8106
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http://ids.chass.ncsu.edu/faculty_staff/hgb

Course Action Short Form for GEP Interdisciplinary Perspectives (IP)

Department(s)/Program	Life Sciences First Year Program	New to GEP: <input checked="" type="checkbox"/>
Course Prefix/Number (include crosslisted prefix)	LSC 101	Review for GEP: <input type="checkbox"/>
Course Title	Critical and Creative Thinking in the Life Sciences	
<p>To assist CUE in evaluating this course for inclusion on the <i>Interdisciplinary Perspectives</i> list, please provide answers to the following questions and <u>attach to form</u>.</p> <p style="text-align: center;">1. Which disciplines will be synthesized, connected, and/or considered in this course?</p> <p>Life Sciences and Rhetoric of Science</p> <p style="text-align: center;">2. How will the instructor present the material so that these disciplines are addressed in a way that allows the students "to integrate the multiple points of view into a cohesive understanding"?</p> <p>Material will be presented through reading assignments before class and small group work on case studies during class. Students will be expected to come to consensus on assignments related to the case studies. In some cases, they will be critiquing scientific papers or arguments. In other cases, they will be expected to formulate arguments. Rhetoric of science provides a formal metacognitive approach to considering the practice and purpose of argumentation in science. Through the language of this discipline, students will explicitly discuss ways in which life scientists have used (or failed to use) different types of argumentation. Students will apply their understanding of rhetoric to their own efforts to formulate and critique arguments.</p> <p>* For more detail about the rationale for the IP requirement including the category requirement and design criteria for IP courses, go to http://oucc.ncsu.edu/gep-ip</p>		
<p>Each course in <i>Interdisciplinary Perspectives</i> will provide instruction and guidance that help students to:</p> <ol style="list-style-type: none"> 1. Distinguish between the distinct approaches of two or more disciplines; and 2. Identify and apply authentic connections between two or more disciplines; and 3. Explore and synthesize the approaches or views of the two or more disciplines. 		
<p>Student learning outcome(s) for Objective #1: Contrast the distinct approaches to evaluation of a scientific article taken by (1) life scientists and (2) rhetoricians of science.</p>		
<p>Measure(s) for above Outcome(s): Pre-class and in-class questions such as ... Contrast the types of questions or concerns that a life scientist and a rhetorician would raise about a scientific article. Use the short article provided to illustrate with specific examples appropriate to that article. Include two specific questions/concerns from the life scientist perspective and two from the rhetorician perspective.</p>		
<p>Student learning outcome(s) for Objective #2: Describe how an understanding of rhetoric of science could help a life scientist formulate a stronger, more persuasive argument.</p>		

<p>Measure(s) for above Outcome(s): Pre-class and in-class questions such as ... Provide the Greek names and define each of the three types of persuasion as described by Aristotle. Then illustrate the use (successful or not) of all three using specific examples drawn from the scientific case studies we have discussed in class. For one of these cases, explain one specific way in which an understanding of the rhetoric of science might have helped that scientist present a stronger, more persuasive argument.</p>
<p>Student learning outcome(s) for Objective #3: Create and critique scientific arguments.</p>
<p>Measure(s) for above Outcome(s): Pre-class and in-class questions such as ... (1) Dr. Brenda Milner’s studies of H.M. (and similar patients) provided new insight into the neurobiology of memory. Using the studies of H.M. discussed in class, argue in support of Milner’s conclusion that there are two distinct categories of memory. (2) Provide a critical review of the argument put forth by Goldberger on the cause of Pellagra, identifying effective rhetorical strategies used and suggesting scientific and rhetorical ways to improve his argument.</p>
<p>Instructor Name: Jason Flores will be the lead instructor</p>

- Attach course information per review instructions
- Attach signature page with required signatures.
- Attach completed GEP Course Evaluation Rubric

2012-2013

<http://www.arstonline.org/>

The Association for the Rhetoric of Science and Technology (ARST) is dedicated to supporting and advancing rhetoric and communication studies in the areas of science, technology, engineering, medicine and mathematics (STEM). Founded in 1992, the ARST is an affiliate organization of the National Communication Association (NCA) and of the Rhetoric Society of America (RSA).

Course Schedule – This schedule is subject to change; see the course Moodle site for more details, including links to the reading assignments and pre-class assignments for each week.

This schedule provides an example of case topics that can be used, but they may change depending on recent scientific findings or seminar speakers visiting campus. Also provided are teaching notes that will not be a part of the students' syllabus

WEEK	TOPIC(S)	BEFORE CLASS	Teaching notes for course action
Aug 21-23	Introductions and Expectations Defining Critical and Creative Thinking short case on a current topic – establishing in-class expectations End-of-Class Assignment (ECA)		-students generate definitions that they will continue to work on throughout the semester; will come up again in virtually every case study discussion – identifying examples and revising the definitions -nature of science, from observations to hypotheses
Aug 26-31	Childbed Fever case ECA	Read: Fahnestock on The Appeals & Gross on Ethos and Pathos in Science Read: Miller on Kairos in the Rhetoric of Science (1992) <i>(find readings on the Moodle site)</i> Do: Pre-Class Assignment (PCA) <i>(find PCAs on the Moodle site)</i>	-rhetoric of science and the value of argumentation in science; generating hypotheses -microbiology, medicine
Sept 2-6	Exploring Life Science Disciplines: Asking Questions and Formulating Hypotheses ECA	Read: “Exploring” case material Do: PCA	-asking questions, generating hypotheses -all life science disciplines
Sept 9-13	The Science of Learning ECA	Read: An Introduction to H.M. Review: Graphs on study strategies Do: PCA	-providing data for evidence-based decisions on how to study/learn -results vs conclusions; evidence-driven conclusions -neurobiology, cognitive science

Sept 16-20	Scientific Knowledge (mini-cases on neurogenesis, diet, central dogma) ECA	Read: Intro to Adult Neurogenesis Read: Kuhn on Scientific Revolutions Do: PCA	-scientific knowledge is simultaneously reliable and tentative; rhetoric of science (timing/setting) -neurobiology, nutrition, genetics
Sept 23-27	Scorpion Toxins and Grasshopper Mice, part 1 (align this with natural selection in BIO 181) ECA	Read: Rowe et al. (2013) Do: PCA	-nature of science; asking questions from different perspectives; reading graphs -evolutionary biology, molecular biology, ecology, biochemistry, animal behavior, neurobiology
Sept 30 - Oct 4	Scorpion Toxins and Grasshopper Mice, part 2 ECA	Read: Washington Post article Do: PCA	-rhetoric of science (audience) -as above
Oct 7-11	no class – Fall Break		
Oct 14-18	Academic and Scientific Integrity (mini cases) (align with academic integrity in the 103 courses) ECA	Read: Allen on the Appearance of Objectivity (2004) Read: Horn on Citing Uncertain Conclusions (2001) Do: PCA	-nature of science -marine biology, plant biology, nutrition, genetics (depends on selection of mini-cases)
Oct 21-25	Cell Theory (mini-cases) ECA	Read: selection on Endosymbiosis Do: PCA	-nature of science -cell biology, plant biology, biochemistry, evolutionary biology
Oct 28 - Nov 1	Germ Theory (A Simple Plan case) ECA	 Do: PCA (define “theory”)	-experimental design, graphs, use of the term “theory” -microbiology, human health

Nov 4-8	Pellagra case ECA	Read: selection on Vitamin B3 (Niacin) Do: PCA	-experimental method, scientific integrity, rhetoric of science -nutrition, biochemistry, human health
Nov 11-15	Genetically Modified Foods/Organisms ECA	Read: Mcinerny et al. (2004) Read: Pollack, NYTimes article (2013) Do: PCA	-rhetoric of science (argumentation, audience) -genetics, plant biology, ecology, nutrition
Nov 18-22	DNA Structure, part 1 ECA	Read: selection from Avery et al. (1944) Do: PCA	-Avery, Watson, Crick, Franklin, Wilkins, Chargaff; nature of science; scientific integrity; rhetoric of science -biochemistry, genetics
Nov 25-29	no class – Thanksgiving		
Dec 2-5	DNA Structure, part 2 ECA	Read: Watson and Crick (1953) Read: Moore on Rhetorical Choices (2000) Read: Halloran on The Birth of Molecular Biology (1984) Do: PCA	-rhetoric of science
Dec 9-17	no class – Finals	The Portfolio and Take-Home Final are due at the start of the scheduled final exam time for this class. You can find exam calendar for each semester at the Reg & Rec Calendars website: http://www.ncsu.edu/registrar/calendars/index.html	

N.C. STATE UNIVERSITY UNDERGRADUATE COURSE ACTION FORM

Effective September 2008

NOTE: Click shaded fields to type data and click on boxes to check.

DEPARTMENT/PROGRAM	LIFE SCIENCES FIRST YEAR PROGRAM		
COURSE PREFIX/NUMBER	LSC 101		
PREVIOUS PREFIX/NUMBER			
COURSE TITLE	CRITICAL AND CREATIVE THINKING IN THE LIFE SCIENCES		
ABBREVIATED TITLE	CRITICAL CREATIVE LIFE SCIENCES		
SCHEDULING	Fall <input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer <input type="checkbox"/> Every Year <input checked="" type="checkbox"/> Alt. Year Odd <input type="checkbox"/> Alt. Year Even <input type="checkbox"/> Other <input type="checkbox"/>		
COURSE DELIVERY CHECK ALL THAT APPLY	ON CAMPUS <input checked="" type="checkbox"/> DISTANCE EDUCATION <input type="checkbox"/> ONLINE <input type="checkbox"/> REMOTE LOCATION <input type="checkbox"/>		
COURSE CREDIT/GRADING	CREDIT HOURS <u>2</u>	GRADING ABCDF <input checked="" type="checkbox"/> S/U <input type="checkbox"/>	
CONTACT HOURS <i>See contact/credit hour guidelines for detail.</i>	LECTURE 2 SEMINAR <input type="checkbox"/>	LABORATORY <input type="checkbox"/>	PROBLEM <input type="checkbox"/> STUDIO <input type="checkbox"/> INDEPENDENT STUDY <input type="checkbox"/> RESEARCH <input type="checkbox"/>
IS COURSE REPEATABLE FOR CREDIT?	N	# REPEATS ALLOWED	
INSTRUCTOR(S) (NAME/RANK)	JASON FLORES/TEACHING ASSOCIATE PROFESSOR (LEAD INSTRUCTOR)		

ANTICIPATED ENROLLMENT	Per semester <u>400 (Fall), 50 (Spr)</u> Per section <u>50-60</u> Will multiple sections be offered? Yes, during the Fall		
PREREQUISITE(S)			
COURSE(S) TO BE COMPLETED PRIOR TO ENROLLING	ENFORCE PRE-REQUISITE CHECKING?		
CO-REQUISITE(S)			
COURSE(S) TO BE TAKEN CONCURRENTLY WITH THIS COURSE	ENFORCE CO-REQUISITE CHECKING?		
PRE/CO-REQUISITE FOR...			
RESTRICTIVE STATEMENT (EX: MA AND AMA MAJORS ONLY)	INCOMING FRESHMEN ADMITTED TO THE LIFE SCIENCES FIRST YEAR PROGRAM (WILL OPEN AVAILABLE SEATS TO OTHER FR IN THE SPRING SEMESTER SECTION)		
COURSE IS REQUIRED FOR:	11BIOCHBS, 17BIOSCBS, 17BIOSCEEC, 17BIOSCHB, 17BIOSCPN, 17BIOSC MCD, 17GNBS, 17MBOBS, 11PBBS, 11NTABS, 11NTSBS, 17ZOOBS		
COURSE IS AN ELECTIVE FOR:			
PROPOSED EFFECTIVE DATE 2-15-14	APPROVED EFFECTIVE DATE	COURSE REVIEW DUE	

CATALOG DESCRIPTION: (INCLUDE ANY RESTRICTIVE, TRANSPORTATION, OR FEE STATEMENTS) (100 WORD LIMIT)

Through case studies and discussion-based classes, this course guides students through a metacognitive approach to (1) critical and creative thinking, (2) the nature and practice of science, (3) the rhetoric of science, and (4) the process of learning. This course will challenge students to apply the standards of critical and creative thinking in critiquing their own work and the work of others; guide students to an understanding and appreciation of the rhetoric of science; help students gain an understanding of fundamental principles of the nature and conduct of science within the life science disciplines; and encourage students to become active, engaged learners through an understanding of effective approaches to learning with an emphasis on the neurobiology of learning

TYPE OF PROPOSAL	
NEW COURSE	<input checked="" type="checkbox"/>
DROP COURSE	<input type="checkbox"/>
REVISE COURSE	<input type="checkbox"/>
REVISION IN:	
CONTENT	<input type="checkbox"/>
PREFIX/NUMBER	<input type="checkbox"/>
TITLE	<input type="checkbox"/>
ABBREVIATED TITLE	<input type="checkbox"/>
CREDIT HOURS	<input type="checkbox"/>
CONTACT HOURS	<input type="checkbox"/>
GRADING METHOD	<input type="checkbox"/>
SCHEDULING	<input type="checkbox"/>
PRE/CO-REQUISITES	<input type="checkbox"/>
RESTRICTIVE STATEMENT	<input type="checkbox"/>
CATALOG DESCRIPTION	<input type="checkbox"/>
LEARNING OUTCOMES	<input type="checkbox"/>
GEP LEARNING OUTCOMES ONLY	
DUAL-LEVEL COURSE	<input type="checkbox"/>
GEP COURSE	
<i>CHECK APPLICABLE CATEGORY BELOW:</i>	
HUMANITIES	<input type="checkbox"/>
SOCIAL SCIENCES	<input type="checkbox"/>
MATHEMATICAL SCIENCES	<input type="checkbox"/>
NATURAL SCIENCES	<input type="checkbox"/>
INTERDISCIPLINARY PERSPECTIVES	<input checked="" type="checkbox"/>
VISUAL & PERFORMING ARTS	<input type="checkbox"/>
PE/HEALTHY LIVING	<input type="checkbox"/>
GLOBAL KNOWLEDGE CO-REQ	<input type="checkbox"/>
U.S. DIVERSITY CO-REQ	<input type="checkbox"/>
THEMATIC TRACK	<input type="checkbox"/>

DOCUMENTATION AS REQUIRED	
<i>(CHECK ALL THAT APPLY)</i>	
COURSE JUSTIFICATION	<input checked="" type="checkbox"/>
PROPOSED REVISION(S) WITH REASONS	<input type="checkbox"/>
ENROLLMENT LAST 5 YEARS	<input checked="" type="checkbox"/>
NEW RESOURCES STATEMENT	<input checked="" type="checkbox"/>
CONSULTATION WITH DEPARTMENT(S) PROVIDED	<input checked="" type="checkbox"/>
SYLLABUS (NEW)	<input checked="" type="checkbox"/>
GEP CATEGORY OBJECTIVES	<input checked="" type="checkbox"/>
GEP STUDENT LEARNING OUTCOMES	<input checked="" type="checkbox"/>
MEANS OF ASSESSING GEP OUTCOMES	<input checked="" type="checkbox"/>

**SIGNATURE PAGE
ATTACHED**

FOR COURSE ACTION FORM INSTRUCTIONS SEE
[HTTP://WWW.NCSU.EDU/UAP/ACADEMIC-
STANDARDS/COURSES/CRSINST.HTML](http://www.ncsu.edu/uap/academic-standards/courses/crsinst.html)

SIGNATURE PAGE

COURSE ACTION FOR LSC 101

RECOMMENDED BY:

Jan L. Grier 10 January 2013
HEAD, DEPARTMENT/PROGRAM (DIRECTOR, LSFY) DATE

ENDORSED BY:

Glenn 1/10/14
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE (CALS) DATE

Sam L. Pauline 1-10-14
COLLEGE DEAN (CALS) DATE

Vicki J. Martin 1/15/2014
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE (SCIENCES) DATE

Jo A. Cohen 1/14/2014
COLLEGE DEAN (SCIENCES) 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 _____

Course Justification

LSC 101 has been designed for first-semester freshmen as part of the university THINK Quality Enhancement Plan. This course will serve life science students by providing a foundation for further studies in their discipline of choice while meeting 2 credits of their GEP Interdisciplinary Perspectives requirement. LSC 101 will be a required course for students in the new Life Sciences First Year Program (LSFY), and a required course in the undergraduate degree programs served by the LSFY.

Previous Enrollment

Fall 2012 -- 14 students (scheduled as BIO 295)

Fall 2013 – 313 students (scheduled as COS 295A / IP 295)

New Resources Statement

As part of the creation of the new Life Sciences First Year Program, the two colleges involved (CAL and COS) discussed with the Provost the need to hire two teaching assistant/associate professors to teach this course. The colleges will request, on behalf of LSFY, funding for two teaching assistant/associate professors.

Consultation with Departments

The lead instructor for LSC 101 met with the Associate Dean of Academic Affairs and three other faculty members in CHASS, and is committed to working with faculty with an expertise in rhetoric for the purposes of strengthening this aspect of the course and building bridges between this course and courses in CHASS that address related topics (including ENG 101).

The formal CHASS response to our request for a consultation is copied below. This email includes 5 recommendations for revisions. The first recommendation suggests expanding course material on the rhetoric of science; we look forward to seeing the reading list from Dr. Zagacki and appreciate his sharing this information with us as we continue to work to strengthen course materials. The second recommendation addresses efforts in the course to facilitate student understanding of learning. We emphasize the neurobiology of learning in the course, although we do incorporate data from studies from psychology and education. These data are discussed in light of what the students are learning about the neurobiology of learning. We have edited the course description and added a learning outcome to try to clarify our emphasis. The third recommendation addresses assessments of the IP outcomes. We did not intend to imply that these would be assessed only through pre-class assignments. Pre-class assignments, end-of-class assignments, and the take-home final exam will all be used. The fourth recommendation points out an error that we have now corrected. The fifth recommendation suggests incorporating guest speakers into the course; we will work toward making guest speakers a part of the course, although we recognize the challenges of doing so when offering 8 sections a week. We will continue conversations with colleagues in CHASS to determine strategies for accomplishing this goal.

Victoria Gallagher

Jan 21

to me, kryoung, Ken, Nancy

Good morning, Jane. Below please find a consultation email re: LSC 101. The consult is a compilation/summary of responses from colleagues in the departments of English and Communication and from one of our CHASS representatives to CUE, Dr. Karen Young. Please let us know if we can be helpful as you consider the edits/comments and determine how best to incorporate.

Best wishes,

Vicki

Statement of support

The College of Humanities and Social Sciences supports the proposed LSC 101 course. The proposed integration of life science and rhetorical perspectives is consistent with the goals of courses in ENG that explore the rhetoric of science at other levels and with other student populations (e.g., ENG 333, 425). Having a rhetorical perspective introduced in LSC 101 will reinforce and complement these other efforts. However, we have some concerns about a few of the course details, which we outline below.

Recommendations for revisions

- (1) (1) Expanding/supplementing the course material on the rhetoric of science to include content as well as process based research. Dr. Ken Zagacki has sent a list of readings on topics in the rhetoric of science that could also be appropriate for devising particular case studies for the class.
- (2) (2) The language used in the course description that emphasizes students developing an understanding suggests a connection to the large body of knowledge in Psychology and Education about this but there are no readings to cover such material. It is our understanding that this aspect of the course will come from the use of the SCALE-UP model for the learning environment. Therefore, we suggest a modification to that portion of the description to more accurately reflect this and help avoid potential concerns from the College of Education.
- (3) (3) There is a concern that all of the metrics for the Interdisciplinary Perspective outcomes come from pre-class assignments which are (combined) worth less than 15% of the grade or in-class discussions, which have no clear impact on the grade. It seems possible that the end-of-class assignments may be another place for assessing the IP outcomes. If so, this should be made clearer in the proposal given that the end-of-class assessments are collectively worth 20% of the grade.
- (4) (4) One small correction needs to be made to the lower limit for A+ grades, where there is a reversal typo.
- (5) (5) We recommend that guest lectures from faculty in the disciplines be integrated into the course. We have done this with HSS 120, a newer CHASS course which shares some similar goals with LSC 101. Introducing tenured and tenure-track faculty and their published work has been the most impactful experience for the students in our course.

GEP Category Objectives – Interdisciplinary Perspectives

1. Distinguish between the distinct approaches of two or more disciplines; and
2. Identify and apply authentic connections between two or more disciplines; and
3. Explore and synthesize the approaches or views of the two or more disciplines.

GEP IP Student Learning Outcomes

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

- contrast the distinct approaches to evaluation of a scientific article taken by (a) life scientists and (b) rhetoricians of science.
- describe how an understanding of the rhetoric of science could help a life scientist formulate a stronger, more persuasive argument.
- create and critique scientific arguments.

Means of Assessing GEP Outcomes

Please see the GEP Short Form (next two pages).

Syllabus

attached

LSC 101 - Critical and Creative Thinking in the Life Sciences

2 Credit Hours

M 11:20am – 1:10

Course Description

Through case studies and discussion-based classes, this course guides students through a metacognitive approach to (1) critical and creative thinking, (2) the nature and practice of science, (3) the rhetoric of science, and (4) the process of learning.

The course goals are to:

- challenge students to apply the standards of critical and creative thinking in critiquing their own work and the work of others.
 - guide students to an understanding and appreciation of the rhetoric of science.
 - help students gain an understanding of fundamental principles of the nature and conduct of science within the life science disciplines.
 - encourage students to become active, engaged learners through an understanding of effective approaches to learning, with an emphasis on the neurobiology of learning.
-

Instructor

Dr. Jason Flores

Email: jason_flores@ncsu.edu

Phone: 919-515-0474

Office Location: DCL 232

Office Hours: TBD

Peer Facilitators

[add list each semester]

Learning Outcomes

After completing this course, students will be able to:

1. describe essential elements of critical and creative thinking.
 2. identify examples of creative thinking and critical thinking in the practice of science and in their own work.
 3. describe the rhetorical elements of creating and critiquing arguments.
 4. describe how an understanding of the rhetoric of science could help a scientist formulate a stronger, more persuasive argument.
 5. use appropriate terminology in explaining both the nature and conduct of science and elements of the rhetoric of science.
 6. contrast the two distinct approaches to evaluation of a scientific article taken by (a) life scientists and (b) rhetoricians of science.
 7. explain issues related to integrity in academia and science.
 8. create and critique arguments (including scientific and ethical arguments).
 9. relate fundamental principles of the neurobiology of learning to their own strategies for learning.
 10. describe a variety of disciplines within the biological sciences and provide examples of questions addressed by scientists in each and methods used to address those questions.
-

General Education Program (GEP) Information

Interdisciplinary Perspectives (IP)

Each course in the Interdisciplinary Perspectives category will provide instruction and guidance that help students to:

1. Distinguish between the distinct approaches of two or more disciplines; and
 2. Identify and apply authentic connections between two or more disciplines; and
 3. Explore and synthesize the approaches or views of the two or more disciplines.
-

Interdisciplinary Perspectives Outcomes

After completing this course, students will be able to:

1. contrast the two distinct approaches to evaluation of a scientific article taken by (a) biologists and (b) rhetoricians of science.
 2. describe how an understanding of the rhetoric of science could help a scientist formulate a stronger, more persuasive argument.
 3. create and critique arguments.
-

Interdisciplinary Perspectives Assessments

The following are *examples* of assessments (pre-class, in-class, and/or take-home final) for each IP outcome listed above.

1. “Contrast the types of questions or concerns that a life scientist and a rhetorician would raise about a scientific article. Use the short article provided to illustrate with specific examples appropriate to that article. Include two specific questions/concerns from the life scientist perspective and two from the rhetorician perspective.”
 2. “Provide the Greek names and define each of the three types of persuasion as described by Aristotle. Then illustrate the use (successful or not) of all three using specific examples drawn from the scientific case studies we have discussed in class. For one of these cases, explain one specific way in which an understanding of the rhetoric of science might have helped that scientist present a stronger, more persuasive argument.”
 3. “Provide a critical review of the argument put forth by Goldberger on the cause of Pellagra, identifying effective rhetorical strategies used and suggesting scientific and rhetorical ways to improve his argument.”
-

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

Material will be presented through reading assignments before class and small group work on case studies during class. Students will be expected to come to consensus on assignments related to the case studies. In some cases, they will be critiquing scientific papers or arguments. In other cases, they will be expected to formulate arguments. The rhetoric of science provides a formal metacognitive approach to considering the practice and purpose of argument in science. Through the language of this discipline, students will explicitly discuss ways in which life scientists have used (or failed to use) different types of argumentation. Students will apply their understanding of the rhetoric of science to their own efforts to formulate and critique arguments.

Course Materials

Reading materials and other assignments will be provided on the Moodle course site and/or in class. We also recommend the following book for use as a resource not only in this course but throughout your college career.

Recommended: Short Guide to Writing about Biology, 8th Edition (2013) – Pechenik, approximately \$40

Prerequisites and Restrictions

This course is designed for students in their first semester of college who have interests in the life sciences. There are no course pre-requisites, but most students are expected to be enrolled at the same time in BIO 181 and CH 101 or to have placed out of these courses.

Moodle Website

A Moodle website will be used to manage the course. You should be able to access it at <http://wolfware.ncsu.edu> as long as you are registered in the course. At this site you can find resources needed for the course, including assignments, additional readings, slides, and other materials from class. There is also a discussion forum (“Questions or Thoughts?”) through which you can post questions and answer questions posted by other students. The Moodle site essentially serves as a continuation of this syllabus

(and more), so you should check it out when you are done reviewing the syllabus. The syllabus also can be found, of course, on the Moodle website.

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.

Class Evaluations

Online class evaluations will be available for students to complete during the last 2 weeks of the term. 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/>

Attendance Policy

Attendance in this course is mandatory and is essential to good performance in the course. This class can only work when everyone attends and participates. One unexcused absence will result in loss of 10 points (plus the End-of-Class Assignment value for that day). A second unexcused absence will result in loss of an additional 20 points (plus the ECA for that day). Three absences of any sort can result in failure of the class – in this case, please talk to your instructor as soon as possible. Please be on time -- being more than 5 minutes late to class can be counted as an absence, at the discretion of the instructor. It is impossible to do well in a participation-based course such as this one if you are frequently late, absent, or unprepared.

University guidelines on excused absences can be found at

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

Late Assignments and Assignment Re-grades

Make up work for assignments are allowed at the discretion of the instructor and only if you provide documentation of a university-sanctioned excuse. If you feel an error has been made in grading one of your assignments, return the assignment to the instructor with a written explanation of the error, and the entire assignment will be re-graded – this means that your score may increase, decrease, or stay the same. Including citations to support your answer will be viewed positively in this course. You must submit your request for a re-grade within one week after the assignment is returned to you.

Requirements for Credit-Only (S/U) Grading

NOTE: Students who take this course S/U will NOT be able to use it toward their graduation requirements outside of Free Electives. In order to receive a grade of S, students are required to earn a grade of C- or better. Conversion from letter grading to credit only (S/U) grading is subject to university deadlines. Refer

to the Registration and Records calendar for deadlines related to grading. For more details refer to http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.15.php.

Policies on Incomplete Grades

Incomplete grades will be allowed only under exceptional circumstances that are not under your control; detailed arrangements for completion of the required work must be made prior to the end of finals for this semester. It is the student's responsibility to make sure that these arrangements are made with the instructor. The instructor will assign an IN only if these arrangements are made before the end of finals for this semester.

Once an IN is assigned, 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://www.ncsu.edu/policies/academic_affairs/grades_undergrad/REG02.50.3.php.

Grading

This course uses standard NCSU letter grading (out of a total of 500 possible points) as shown below.

485 ≤ A+ ≤ 500	465 ≤ A < 485	450 ≤ A- < 465
435 ≤ B+ < 450	415 ≤ B < 435	400 ≤ B- < 415
385 ≤ C+ < 400	365 ≤ C < 385	350 ≤ C- < 365
335 ≤ D+ < 350	315 ≤ D < 335	300 ≤ D- < 315
		F < 300

Component	Points (500 total)	% of total grade	Notes
Pre-Semester Assessment	20 pts		Details will be provided during the first class session.
Pre-Class Assignments (PCAs)	60 pts (~5 pts each)		You will be given details about these assignments in class and on the Moodle site. You can expect one PCA related to each class meeting except the first. These will often take the form of a short Moodle quiz based on your pre-class reading (or viewing) assignment. You can miss one pre-class assignment without penalty.
End-of-Class Assignments (ECAs)	200 pts (~15 pts each)		You will be given details about each assignment when it is given in class. These will be completed individually at the end of each class session and will be based on the work you have done in class to that point. ECAs cannot be made-up for unexcused absences.
Attendance	100 pts		One unexcused absence will result in a loss of 10 points (plus the End-of-Class Assignment value for that day). A second unexcused absence will result in loss of an additional 20 points (plus the ECA for that day). Three absences of any sort can result in failure of the class – in this case, please talk to your instructor as soon as possible.
Portfolio	70 pts		You will be responsible for maintaining a binder with ALL of the materials that you are given or that you generate this semester in this course. The criteria for grades (organization and completeness) will be discussed in class. You may be asked to bring your portfolio at any time during the semester for a spot check. Your final Portfolio is due at the start of your scheduled final exam time for this class.
Take-Home Final	50 pts		Details will be provided in class. Your Take-Home Final is due at the start of your scheduled final exam time for this class.

This course cannot be audited.

Accommodations for Disabilities

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

Policy on Discrimination

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.

Academic Integrity

Students are required to comply with the university policy on academic integrity found in the Code of Student Conduct found at http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php

It is the instructors' understanding and expectation that the submission of any assignment, including exams, means that the student neither gave nor received unauthorized aid on that exam or assignment. Giving or receiving unauthorized aid may result in an 'F' for this course as well as more severe disciplinary penalties.

We take seriously our responsibility to provide a fair environment for all students in this course, so all suspected violations of this policy will be reported to the Office of Student Conduct.

Honor Pledge

Your signature (electronic "signatures" included) on any test or assignment indicates "I have neither given nor received unauthorized aid on this test or assignment."

Criteria for Reviewing Course Action Forms for GEP Courses

ALL PROPOSED GEP COURSES MUST MEET THE FOLLOWING DEPARTMENTAL CRITERIA

The departmental reviewers should consider the following criteria as well as the Basic Criteria.

Departmental Criteria

1. Are the stated GEP course learning outcomes supported by the course content?	<i>Yes</i>		
2. Are the stated GEP course learning outcomes applicable across all course sections?	<i>Yes</i>		
3. Does each stated GEP course learning outcome map to a GEP category objective?	<i>Yes</i>		
4. Are the means of evaluating these state GEP course learning outcomes likely to provide the instructor with evidence that will enable him/her to improve student learning in the course?	<i>Yes</i>		
5. Are the stated GEP student learning outcomes clearly measurable using the proposed means of evaluation?	<i>Yes</i>		

Basic Criteria

Comments

6. Are at least 25% of the course seats non-restricted? If all seats are restricted to a major(s), justification is required.	<i>No</i>	This course is a first-semester course for new freshmen in the life sciences. It will serve, in part, to introduce students to the wide variety of disciplines within the life sciences, providing an opportunity for them to explore options before deciding on a major. Although all seats in the Fall will be restricted to FR students in the Life Sciences First Year Program, the course will serve approximately 400 students each fall, having a positive impact on seat availability in IP courses. We also anticipate being able to open some seats in the spring section to other first-year FR.
7. Is the course offered on a regular basis?	<i>Yes</i>	
8. Does the course have no more than one pre-requisite? If there is more than one pre-requisite, justification is required.	<i>Yes</i>	
9. Is the course a standard offering (not a special topics or experimental course)?	<i>Yes</i>	

Department signature

Name

[Handwritten Signature]

Title

Director, LSFY

Date

1-14-14

THE COLLEGE CURRICULUM COMMITTEES SHOULD CONFIRM THE REVIEW MADE BY THE DEPARTMENT USING THE ABOVE DEPARTMENTAL AND BASIC CRITERIA, IN ADDITION TO USING THE COUNCIL OF UNDERGRADUATE EDUCATION'S CRITERIA ON THE FOLLOWING PAGE.

Criteria for Reviewing Course Action Forms for GEP Courses

The College Curriculum Committees and the Council on Undergraduate Education Should Consider the Following Criteria.

<i>Criteria for GEP Course Documentation</i>	Yes	No	Comments
GEP Objectives			
10. Are the GEP category objectives current and complete?	X		
Student Learning Outcomes			
11. Is there at least one GEP learning outcome listed under each objective?	X		
12. Is each GEP learning outcome appropriate to the associated GEP objective (i.e. will the achievement of the outcome allow students to meet the objective)?	X		
13. Does each outcome provide a specific statement (using an appropriate action verb. For example, see http://www.krummefamily.org/guides/bloom.html) of what students are expected to do in order to demonstrate that they have achieved the outcome?	X		
Means of Evaluation			
14. Is there at least one means of evaluation listed under each outcome?	X		
15. Is each means of evaluation appropriate to the associated outcome (i.e. will it provide data that will allow the instructor to judge how well students have achieved the outcome)?	X		

Miscellaneous Comments

College Signature	<i>Vicki J. Martin</i>	<i>Assistant Dean for Academic Affairs</i>	<i>1/15/2014</i>
	Name	Title	Date
College Signature	<i>Sam R. Parker</i>	<i>Associate Dean</i>	<i>1-16-14</i>
	Name	Title	Date

1/13/2014

Course Action Short Form for GEP Global Knowledge (GK)

Department(s)/Program	Sociology and Anthropology	New to GEP: <input type="checkbox"/>
Course Prefix/Number <i>(Include cross-listed prefix)</i>	SOC 351	Review for GEP: <input checked="" type="checkbox"/>
If Special Topics, list GEP special topics prefix/#: (ex: HUMG)		Special Topics: <input type="checkbox"/>
Course/Topic Title	Population and Planning	
Instructor Name/Title	Toby Parcel, Professor	
<p>Each course in <i>Global Knowledge</i> will provide instruction and guidance that help students to achieve goal #1 plus at least one of #2, #3, or #4:</p> <ol style="list-style-type: none"> Identify and examine distinguishing characteristics, including ideas, values, images, cultural artifacts, economic structures, technological or scientific developments, and/or attitudes of people in a society or culture outside the United States. <p><u>And at least one of the following:</u></p> <ol style="list-style-type: none"> Compare these distinguishing characteristics between the non-U.S. society and at least one other society. Explain how these distinguishing characteristics relate to their cultural and/or historical contexts in the non-U.S. society. Explain how these distinguishing characteristics change in response to internal and external pressures on the non-U.S. society. 		
<p>Student learning outcome(s) for Objective #1: Students will describe population patterns in the U.S. and beyond. Non-U.S. examples will include countries from Europe, from the Middle East, the Far East and Africa. There will be particular focus on patterns of fertility, mortality and migration.</p>		
<p>Measure(s) for above Outcome(s): Short Essay Questions: (1) Mainland China's "one child" policy has been in effect since 1979. Explain the effects of this policy on the population pyramid in this country and its sex ratio. What changes is their government currently considering and why? (2) Explain the timing and features of the demographic transition in a non-Western part of the world. Be sure to identify when this transition occurred (if it has), as well as the pace at which mortality and fertility declined in this area. Identify and explain differences by country within this region.</p>		
<p>Student learning outcome(s) for Objective ___2,3___ (insert objective number 2, 3 or 4) Students will be able to explain population processes across countries, with particular emphasis on comparing events in the U.S. with several other countries, including those from Europe, the Middle East, the Far East, and Africa. They will be able to use both historical and cultural information to explain why population processes vary by country.</p>		
<p>Measure(s) for above Outcome(s): Short essay questions: (1) Why has the demographic transition occurred later in Africa and the Middle East compared to the United States? Begin by giving a description of the timing of the transition in at least one African and one Middle Eastern country, as well as in the U.S. Then use what you know about the histories, economies, religions, and cultures in these countries to explain the differing timing of these transitions cross-culturally. (2) Why did the demographic transition occur later in the U.S. than in Europe? Explain how current fertility levels are similar and different between the U.S. and one European country.</p>		

- Attach course information per review instructions
- Attach signature page with required signatures.
- Attach completed GEP Course Evaluation Rubric

2013-2014

5392

Course Action Short Form for GEP Global Knowledge (GK)

SIGNATURE PAGE FOR GEP COURSE REVIEW

Soc 351
COURSE PREFIX AND NUMBER

RECOMMENDED BY:
William A. Smith 2/7/14
HEAD, DEPARTMENT/PROGRAM DATE

RECOMMENDED BY 2ND DEPARTMENT (FOR CROSS-LISTED COURSES ONLY):

HEAD, DEPARTMENT/PROGRAM DATE

ENDORSED BY:
Linda Williams 2/24/14
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

Victoria J. Gallegher 2/27/14
COLLEGE DEAN DATE

ENDORSED BY 2ND COLLEGE (FOR CROSS-LISTED COURSES ONLY):

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

DEAN OF UNDERGRADUATE ACADEMIC PROGRAMS DATE

Course Action Short Form for GEP Global Knowledge (GK)

SOC 351 Population and Planning

Weekly schedule with required readings (holidays and breaks omitted)

Texts:

John R. Weeks, *Population: An Introduction to Concepts and Issues*, Tenth Edition. Belmont, Calif.: Wadsworth. \$160.

Kathryn Edin and Maria Kefalas. 2005. *Promises I Can Keep: Why Poor Women Put Motherhood before Marriage*. Berkeley: University of California Press. \$29.95.

Claire Holdsworth, Nissa Finney, Alan Marshall and Paul Norman. 2013. *Population and Society*: Thousand Oaks, Calif.: Sage. \$38.69.

Other readings are available from the NC State library's electronic reserve. (*in italics in syllabus*)

Week 1

What has been the history of world population growth? How has the demographic transition varied by country and by region of the world? Assignment: Weeks pp. 30 –65; Holdsworth et al. *Transitions*, pp 8-34

How have the causes and consequences of world population growth been described? Assignment: Weekst pp. 66-107; Deming, "*Malthus Reconsidered*"; Hodgson, "*Malthus, Thomas Robert (1766-1834)*"

Week 2

What are the relationships between population change and economic development? Assignment: Weeks pp. 441 - 452; Furedi, "*Does Population Growth Matter?*"; Regis, "*The Doomsayer*"; McKibben, "*A Special Moment in History*"

Week 3

What are the relationships among population, food and the environment? Assignment: Weeks pp. 439 – 441 and 453 – 486; Lappe, *Beyond Guilt and Fear/Chapters 1-3*

Week 4

What are the relationships between population change and urbanization? How do these relationships vary by region of the world and country? Assignment: Weeks pp. 352 – 390; Rees, "*Revisiting Carrying Capacity: Area-Based Indicators of Sustainability*"

Week 5

EXAM 1

What are the roles of population policy? Assignment: Weeks pp. 487 - 537

Week 6

Assignment: Beck and Kolankiewicz, "*The Environmental Movement's Retreat from Advocating U.S. Population Stabilization (1970-1998)*"; Joel Cohen, "*Maximum Occupancy*"

How do the social and biological aspects of fertility interact? Assignment: Bryant, "*Theories of Fertility Decline and the Evidence from Development Indicators*"; Weeks 198 - 234

Week 7

How can differences in fertility be explained? How do these differences vary by race, SES, region of the world and country? Assignment: Weeks pp. 234 – 261; Schoen, R.T. Kin, C. Nathanson, J. Field, and N. M. Astone, "*Why do Americans Want Children?*"

Week 8

How do the social and biological aspects of mortality interact? Assignment: Weeks 146 -190; Wilmoth, J. R. and S. Horiuchi, "*Rectangularization Revisited: Variability of Age at Death within Human Populations*"

Assignment: Molla, Madens and Wagener, "*Differentials in Adult Mortality and Activity Limitation by Years of Education in the United States at the End of the 1990s*"; Weeks pp. 190-198; Holdsworth et al., *Analyzing Fertility and Mortality*, pp 71-95.

Course Action Short Form for GEP Global Knowledge (GK)

Week 9

EXAM 2

What is the migration transition? How do migration patterns vary by region of the world and by country? Assignment: Weeks pp. 262 – 305; Arango, *Explaining Migration: A Critical View*, pp. 283 – 296; Holdsworth et al. *Migration*, pp 96-118.

Week 10

Migration – Americans: From where did we come and to where are we going? Assignment: *Opposing Viewpoints*, pp. 135–174

Where do people migrate? Assignment: *"America's Immigration Quandary"*, Pew Research Center for the People & the Press, *Pew Hispanic Center*, pp. 1-32

DEADLINE FOR POSTER PRESENTATION TOPIC

Week 11

Assignment: Johnson and Cromartie (2006) *"The Rural Rebound and its Aftermath"*

How do we count ourselves? Assignment: Weeks pp. 108 – 145; *The Census Bureau on Prospects for US Population Growth in the Twenty First Century*

Week 12

How Can Qualitative Case Studies Help Us Understand Population? Assignment: Edin and Kefalas, *Promises I Can Keep*. How do we measure race and ethnicity in the US Census? Assignment: M. Snipp, *"Racial Measurement in the American Census: Past Practices and Implications for the Future"*; J. Lee and F. Bean *"America's Changing Color Lines: Immigration, Race/Ethnicity, and Multiracial Identification"*

Week 13

How do age and sex structures affect American society? Assignment: Espenshade, *"Can Immigration Slow US Aging"*; Lee, *Long-term Projections and the U.S. Social Security System*; Weeks pp. 306 - 351

How has income distribution changed in the United States? Assignment: Smeeding, *Public Policy, Economic Inequality and Poverty: The United States in Comparative Perspective*

Week 14

STUDENT PRESENTATIONS

STUDENT PRESENTATIONS

EXAM 3 as scheduled during examination period

Course Action Short Form for GEP Global Knowledge (GK)

Criteria for Reviewing Course Action Forms for GEP Courses

The College Curriculum Committees and the Council on Undergraduate Education Should Consider the Following Criteria.

Criteria for GEP Course Documentation

	Yes	No	Comments
GEP Objectives			
10. Are the GEP category objectives current and complete?	✓		
Student Learning Outcomes			
11. Is there at least one GEP learning outcome listed under each objective?	✓		
12. Is each GEP learning outcome appropriate to the associated GEP objective (i.e. will the achievement of the outcome allow students to meet the objective)?	✓		
13. Does each outcome provide a specific statement (using an appropriate action verb. For example, see http://www.krummefamily.org/guides/bloom.html) of what students are expected to do in order to demonstrate that they have achieved the outcome?	✓		
Means of Evaluation			
14. Is there at least one means of evaluation listed under each outcome?	✓		
15. Is each means of evaluation appropriate to the associated outcome (i.e. will it provide data that will allow the instructor to judge how well students have achieved the outcome)?	✓		

Miscellaneous Comments

College Signature Linda Williams CHASS CTE Chair 2/24/14
 Name Title Date

Course Action Short Form for GEP Social Sciences (SS)

5391

Department(s)/Program	Sociology and Anthropology	New to GEP: <input type="checkbox"/>
Course Prefix/Number <i>(Include cross-listed prefix)</i>	SOC 351	Review for GEP: x <input type="checkbox"/>
If Special Topics, list GEP special topics prefix/#: <i>(ex: HUMG)</i>		Special Topics: <input type="checkbox"/>
Course/Topic Title	Population and Planning	
Instructor Name/Title	Toby Parcel, Professor	

Each course in the *Social Sciences* will provide instruction and guidance that help students to:

1. Examine **at least one** of the following: human behavior, culture, mental processes, organizational processes, or institutional processes; and
2. Demonstrate how social scientific methods may be applied to the study of human behavior, culture, mental processes, organizational processes, or institutional processes; and
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.

Student learning outcome(s) for **Objective #1**: Students will describe major human behaviors and outcomes in the realm of population including fertility, migration, morbidity and mortality. They will also be able to explain how these behaviors and outcomes vary by major social characteristics such as social class, race/ethnicity and nationality.

Measure(s) for above Outcome(s): Short essay questions relevant to Objective 1: (1) Describe how mortality has changed in the U.S. since the middle of the 20th century. How have these changes varied by social class and race/ethnicity? (2) U.S. fertility has declined from a high of over 3.5 children per woman in the late 1950s to less than 2 children per woman in 2011. Explain how this overall pattern has varied over time by social class and race/ethnicity.

Student learning outcome(s) for **Objective #2**: Students will describe how surveys of populations such as the decennial U.S. Census and the annual American Community Survey provide data to address major issues related to population behaviors and outcomes including fertility, migration, and mortality. They will also explain how qualitative case studies complement what we can learn from quantitative studies.

Measure(s) for above Outcome(s): Short essay questions relevant to Objective 2: (1) Why do we need the annual American Community Survey? What are its advantages and disadvantages relative to the U.S. Census? (2) Edin and Kefalis (2005) wrote Promises I Can Keep, which studied fertility behavior among low-income women in Philadelphia, PA and Camden, NJ. What are their major findings? Explain how their findings enrich our understanding of fertility beyond what we can learn from surveys.

Student learning outcome(s) for **Objective #3**: Students will describe and explain the origins and consequences of changes in population patterns, including changes in fertility, mortality and migration.

Measure(s) for above Outcome(s): Short essay questions relevant to Objective 3: (1) North Carolina has experienced substantial Latino immigration during the last 20 years. Describe and explain three causes of this immigration. Then identify and explain the consequences for our state in the realm of the economy, in education, and in politics. (2) Fertility in the U.S. has dropped from over 3.5 children per woman to less than 2 children per woman between the late 1950s and 2011. Describe and explain three reasons why this has occurred.

- Attach course information per review instructions
- Attach signature page with required signatures.
- Attach completed GEP Course Evaluation Rubric

2013-2014

Course Action Short Form for GEP Social Sciences (SS)

5394

SIGNATURE PAGE FOR GEP COURSE REVIEW

SOC 351
COURSE PREFIX AND NUMBER

RECOMMENDED BY:

William R. Smith 2/7/14
HEAD, DEPARTMENT/PROGRAM DATE

RECOMMENDED BY 2ND DEPARTMENT (FOR CROSS-LISTED COURSES ONLY):

HEAD, DEPARTMENT/PROGRAM DATE

ENDORSED BY:

Linda Williams 2/24/14
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

Victoria J. Gallegher 2/27/14
COLLEGE DEAN DATE

ENDORSED BY 2ND COLLEGE (FOR CROSS-LISTED COURSES ONLY):

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

COLLEGE DEAN DATE

APPROVED BY:

CHAIR, COUNCIL ON UNDERGRADUATE EDUCATION DATE

DEAN OF UNDERGRADUATE ACADEMIC PROGRAMS DATE

Course Action Short Form for GEP Social Sciences (SS)

SOC 351 Population and Planning

Weekly schedule with required readings (holidays and breaks omitted)

Texts:

John R. Weeks, *Population: An Introduction to Concepts and Issues*, Tenth Edition. Belmont, Calif.: Wadsworth. \$160.

Kathryn Edin and Maria Kefalas. 2005. *Promises I Can Keep: Why Poor Women Put Motherhood before Marriage*. Berkeley: University of California Press. \$29.95.

Claire Holdsworth, Nissa Finney, Alan Marshall and Paul Norman. 2013. *Population and Society*: Thousand Oaks, Calif : Sage. \$38.69.

Other readings are available from the NC State library's electronic reserve. (*in italics in syllabus*)

Week 1

What has been the history of world population growth? How has the demographic transition varied by country and by region of the world? Assignment: Weeks pp. 30 –65; Holdsworth et al. Transitions, pp 8-34

How have the causes and consequences of world population growth been described? Assignment: Weekst pp. 66-107; Deming, "Malthus Reconsidered"; Hodgson, "Malthus, Thomas Robert (1766-1834)"

Week 2

What are the relationships between population change and economic development? Assignment: Weeks pp. 441 - 452; Furedi, *Does Population Growth Matter?*; Regis, "The Doomslayer"; McKibben, "A Special Moment in History"

Week 3

What are the relationships among population, food and the environment? Assignment: Weeks pp. 439 – 441 and 453 – 486; Lappe, *Beyond Guilt and Fear/Chapters 1-3*

Week 4

What are the relationships between population change and urbanization? How do these relationships vary by region of the world and country? Assignment: Weeks pp. 352 – 390; Rees, "Revisiting Carrying Capacity: Area-Based Indicators of Sustainability"

Week 5

EXAM 1

What are the roles of population policy? Assignment: Weeks pp. 487 - 537

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Week 7

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Course Action Short Form for GEP Social Sciences (SS)

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Week 9

EXAM 2

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Assignment: Weeks pp. 262 – 305; *Arango, Explaining Migration: A Critical View*, pp. 283 – 296; Holdsworth et al. *Migration*, pp 96-118.

Week 10

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DEADLINE FOR POSTER PRESENTATION TOPIC

Week 11

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Week 13

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How has income distribution changed in the United States? Assignment: *Smeeding, Public Policy, Economic Inequality and Poverty: The United States in Comparative Perspective*

Week 14

STUDENT PRESENTATIONS

STUDENT PRESENTATIONS

EXAM 3 as scheduled during examination period

Course Action Short Form for GEP Social Sciences (SS)

Criteria for Reviewing Course Action Forms for GEP Courses

ALL PROPOSED GEP COURSES MUST MEET THE FOLLOWING DEPARTMENTAL CRITERIA

The departmental reviewers should consider the following criteria as well as the Basic Criteria.

Departmental Criteria	Yes	No	Comments
1. Are the stated GEP course learning outcomes supported by the course content?	x		
2. Are the stated GEP course learning outcomes applicable across all course sections?	x		
3. Does each stated GEP course learning outcome map to a GEP category objective?	x		
4. Are the means of evaluating these stated GEP course learning outcomes likely to provide the instructor with evidence that will enable him/her to improve student learning in the course?	x		
5. Are the stated GEP student learning outcomes clearly measurable using the proposed means of evaluation?	x		

Basic Criteria	Yes	No	Comments
6. Are at least 25% of the course seats non-restricted? If all seats are restricted to a major(s), justification is required.	x		
7. Is the course offered on a regular basis?	x		
8. Does the course have no more than one pre-requisite? If there is more than one pre-requisite, justification is required.	x		
9. Is the course a standard offering (not a special topics or experimental course)?	x		

Department signature William R. Smith Head of the Dept. 2/7/14
 Name Title Date

THE COLLEGE CURRICULUM COMMITTEES SHOULD CONFIRM THE REVIEW MADE BY THE DEPARTMENT USING THE ABOVE DEPARTMENTAL AND BASIC CRITERIA, IN ADDITION TO USING THE COUNCIL OF UNDERGRADUATE EDUCATION'S CRITERIA ON THE FOLLOWING PAGE.

Course Action Short Form for GEP Social Sciences (SS)

Criteria for Reviewing Course Action Forms for GEP Courses

The College Curriculum Committees and the Council on Undergraduate Education Should Consider the Following Criteria.

<i>Criteria for GEP Course Documentation</i>	Yes	No	Comments
GEP Objectives			
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Student Learning Outcomes			
11. Is there at least one GEP learning outcome listed under each objective?	✓		
12. Is each GEP learning outcome appropriate to the associated GEP objective (i.e. will the achievement of the outcome allow students to meet the objective)?	✓		
13. Does each outcome provide a specific statement (using an appropriate action verb. For example, see http://www.krummefamily.org/guides/bloom.html) of what students are expected to do in order to demonstrate that they have achieved the outcome?	✓		
Means of Evaluation			
14. Is there at least one means of evaluation listed under each outcome?	✓		
15. Is each means of evaluation appropriate to the associated outcome (i.e. will it provide data that will allow the instructor to judge how well students have achieved the outcome)?	✓		

Miscellaneous Comments

College Signature Linda Williams CHASCTC chair 2/24/14
Name Title Date

Course Action Short Form for GEP Update – Physical Education/Healthy Living

Department/Program	Health and Exercise Studies	New to GEP: <input type="checkbox"/>
Course Prefix/Number (include crosslisted prefix)	HESA 223	Review for GEP: X <input type="checkbox"/>
Course Title	Lifeguard Training	
<p>Each course in the Physical Education/Healthy Living category of the General Education Program will provide instruction and guidance that help students to:</p> <ol style="list-style-type: none"> 1. acquire the fundamentals of health-related fitness, encompassing cardio-respiratory and cardiovascular endurance, muscular strength and endurance, muscular flexibility and body composition; and 2. apply knowledge of the fundamentals of health-related fitness toward developing, maintaining, and sustaining an active and healthy lifestyle; and 3. acquire or enhance the basic motor skills and skill-related competencies, concepts, and strategies used in physical activities and sport; and 4. gain a thorough working knowledge, appreciation, and understanding of the spirit and rules, history, safety, and etiquette of physical activities and sport. 		
<p>Student outcome(s) for 1.</p> <ol style="list-style-type: none"> 1. Students will demonstrate the fundamentals of fitness through their ability to swim a required distance. 2. Demonstrate the ability to comfortably handle themselves with an active and passive victim in deep water. 		
<p>Measure(s) for 1.</p> <ol style="list-style-type: none"> 1. Students will be required to swim 300 yards without stopping. They will be required to retrieve a 10 pound brick in deep water and swim with the brick for 20 yards using only their legs for propulsion. Students will also be required to swim 450 yards using a timed scale for performance. 2. Students will be required to successfully rescue an active victim at the surface and a passive submerged victim in deep water. 		
<p>Student outcome(s) for 2.</p> <ol style="list-style-type: none"> 1. Discuss and explain the importance of a healthy lifestyle in maintaining a high level of proficiency as a lifeguard. 		
<p>Measure(s) for 2.</p> <ol style="list-style-type: none"> 1. Students will participate in discussion sessions dealing with the qualities of a professional lifeguard. Specific questions on the final exam will deal with the importance of staying physically ready to perform the duties of a lifeguard. Example: 		

Course Action Short Form for GEP Update – Physical Education/Healthy Living

What is the most efficient approach stroke to use if swimming a long distance?

Student outcome(s) for 3.

1. Demonstrate the correct skills and rescues needed to aid individuals who find themselves at risk in aquatic environments.
2. Demonstrate the correct skills and knowledge needed to aid individuals who need first aid and/or oxygen administration for sudden illnesses or CPR emergencies.
3. Demonstrate the correct deep water spinal rescue, emergency oxygen administration, and suctioning devices.

Measure(s) for 3.

1. Students will be required to perform three specific rescues and a number of check-off skills at the end of the semester to complete certification.
2. Students will be required to demonstrate correct CPR, oxygen administration, and first aid skills to complete certification. Students will also be required to take written examinations in CPR, oxygen administration, and first aid. **Example:** What is the correct oxygen flow rate when using a non-rebreather mask?
3. Students will be required to assemble the oxygen unit and provide correct care for various scenarios. Students will also be required to take written examinations on deep water spinal rescue. **Example:** What is the correct method of in-line stabilization for a supine victim in the dive well?

Student outcome(s) for 4.

1. Explain what their role is in an aquatic environment emergency action plan.
2. Identify and demonstrate how to respond to an individual who needs assistance in and around the water.

Measure(s) for 4.

1. Specific questions on the final exam will deal with a lifeguard's role in an aquatic facility's emergency action plan. **Example:** What rescue equipment should the secondary rescuer bring to the pool during a suspected spinal injury?
2. Specific questions on the final exam will deal with identification of swimmers who are in distress. Students will be required to respond correctly to three different drowning situations. **Example:** Which type of distressed swimmer is most likely to sink without creating a disturbance at the surface?

Instructor Contact Name: Matthew Rever

Course Action Short Form for GEP Update – Physical Education/Healthy Living

Required Text: American Red Cross, Lifeguarding, StayWell, Yardley, Pa., 2012.

223 Lifeguard Training Course Outline

Wk	Topic	Readings
1	Introduction, grading, course procedures, safety procedures	
	Skills testing: 300 yard swim, dive for brick	
2	The professional lifeguard (class)	Chapter 1
	Legal consideration, communication skills (class)	Chapter 2
3	Patron surveillance, emergency action plans (class)	Chapters 3 and 4
	Rescue skills	Chapter 5
4	Rescue skills	Chapter 5
	Rescue skills	Chapter 5
5	Rescue skills	Chapter 5
	CPR/PR and AED (room 2035 Carmichael)	Chapters 6, 7, 8
6	CPR/PR and AED (room 2035 Carmichael)	Chapters 6, 7, 8
	CPR/PR and AED (room 2035 Carmichael)	Chapters 6, 7, 8
7	CPR/PR and AED (room 2035 Carmichael)	Chapters 6, 7, 8
	CPR/PR and AED (room 2035 Carmichael)	Chapters 6, 7, 8
8	CPR/PR and AED (room 2035 Carmichael)	Chapters 6, 7, 8
	CPR/PR and AED (room 2035 Carmichael)	Chapters 6, 7, 8
9	Head, neck and back injuries	Chapter 10
	Head, neck and back injuries	Chapter 10
10	Head, neck and back injuries	Chapter 10
	Head, neck and back injuries	Chapter 10
11	First Aid (room 2035 Carmichael)	Chapter 9
	First Aid (room 2035 Carmichael)	Chapter 9
12	First Aid (room 2035 Carmichael)	Chapter 9
	Final written exam	
13	Final skills scenarios	
	Final skills scenarios	
14	Final skills scenarios	
15	Check off skills	

Criteria for Reviewing Course Action Forms for GEP Courses

Course Action Short Form for GEP Update – Physical Education/Healthy Living

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<i>Basic Criteria</i>	Yes	No	Comments
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7. Is the course offered on a regular basis?	✓		
8. Does the course have no more than one pre-requisite? If there is more than one pre-requisite, justification is required.	✓		
9. Is the course a standard offering (not a special topics or experimental course)?	✓		

Department signature

Tom Roberts Dept. Head 12-12-13

Name Title Date

THE COLLEGE CURRICULUM COMMITTEES SHOULD CONFIRM THE REVIEW MADE BY THE DEPARTMENT USING THE ABOVE DEPARTMENTAL AND BASIC CRITERIA, IN ADDITION TO USING THE COUNCIL OF UNDERGRADUATE EDUCATION'S CRITERIA ON THE FOLLOWING PAGE.

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Student Learning Outcomes			
11. Is there at least one GEP learning outcome listed under each objective?			
12. Is each GEP learning outcome appropriate to the associated GEP objective (i.e. will the achievement of the outcome allow students to meet the objective)?			
13. Does each outcome provide a specific statement (using an appropriate action verb. For example, see http://www.krummefamily.org/guides/bloom.html) of what students are expected to do in order to demonstrate that they have achieved the outcome?			
Means of Evaluation			
14. Is there at least one means of evaluation listed under each outcome?			
15. Is each means of evaluation appropriate to the associated outcome (i.e. will it provide data that will allow the instructor to judge how well students have achieved the outcome)?			

Miscellaneous Comments

College Signature _____

Date _____

Name _____

Reviewed by DASA CCC electronically by
DASA CCC 1.27.2014.
Chair Allison Bergman has given electronic
signature.

**N.C. STATE UNIVERSITY
UNDERGRADUATE COURSE ACTION FORM**
Effective September 2008

NOTE: Double-click shaded fields to type data and click on boxes to check.

DEPARTMENT/PROGRAM	HEALTH AND EXERCISE STUDIES		
COURSE PREFIX/NUMBER	HESA 223		
PREVIOUS PREFIX/NUMBER			
COURSE TITLE	LIFEGUARD TRAINING		
ABBREVIATED TITLE	LIFEGUARD TRAINING		
SCHEDULING	Fall <input checked="" type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer <input type="checkbox"/> Every Year <input checked="" type="checkbox"/> Alt. Year Odd <input type="checkbox"/> Alt. Year Even <input type="checkbox"/> Other <input type="checkbox"/>		
COURSE DELIVERY CHECK ALL THAT APPLY	ON CAMPUS <input checked="" type="checkbox"/> DISTANCE EDUCATION <input type="checkbox"/> ONLINE <input type="checkbox"/> REMOTE LOCATION <input type="checkbox"/>		
COURSE CREDIT/GRADING	CREDIT HOURS 2	GRADING ABCDF <input checked="" type="checkbox"/> S/U <input type="checkbox"/>	
CONTACT HOURS <i>See contact/credit hour guidelines for detail.</i>	LECTURE 1 SEMINAR LABORATORY 2 PROBLEM STUDIO INDEPENDENT STUDY RESEARCH INTERNSHIP PRACTICUM FIELD WORK		
IS COURSE REPEATABLE?	N	# REPEATS ALLOWED	
INSTRUCTOR(S) (NAME/RANK)	MATTHEW REVER, LECTURER DUAL APPOINTMENT? <input type="checkbox"/>		

TYPE OF PROPOSAL	
NEW COURSE	<input type="checkbox"/>
DROP COURSE	<input type="checkbox"/>
REVISE COURSE	<input checked="" type="checkbox"/>
REVISION IN:	
CONTENT	<input checked="" type="checkbox"/>
PREFIX/NUMBER	<input type="checkbox"/>
TITLE	<input type="checkbox"/>
ABBREVIATED TITLE	<input type="checkbox"/>
CREDIT HOURS	<input checked="" type="checkbox"/>
CONTACT HOURS	<input checked="" type="checkbox"/>
GRADING METHOD	<input type="checkbox"/>
SCHEDULING	<input type="checkbox"/>
PRE/CO-REQUISITES	<input type="checkbox"/>
RESTRICTIVE STATEMENT	<input type="checkbox"/>
CATALOG DESCRIPTION	<input type="checkbox"/>
LEARNING OUTCOMES	<input checked="" type="checkbox"/>
DUAL-LEVEL COURSE	<input type="checkbox"/>
GEP COURSE	<input type="checkbox"/>
CHECK APPLICABLE CATEGORY BELOW:	
HUMANITIES	<input type="checkbox"/>
SOCIAL SCIENCES	<input type="checkbox"/>
MATHEMATICAL SCIENCES	<input type="checkbox"/>
NATURAL SCIENCES	<input type="checkbox"/>
INTERDISCIPLINARY PERSPECTIVES	<input type="checkbox"/>
U.S. DIVERSITY CO-REQ	<input type="checkbox"/>
GLOBAL KNOWLEDGE CO-REQ	<input type="checkbox"/>
PE/HEALTHY LIVING	<input checked="" type="checkbox"/>

ANTICIPATED ENROLLMENT	Per semester 36 Per section 18 Will multiple sections be offered? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
PREREQUISITE(S)	HESA 221 OR EQUIVALENT SKILLS	
COURSE(S) TO BE COMPLETED PRIOR TO ENROLLING	ENFORCE PRE-REQUISITE CHECKING? NO	
CO-REQUISITE(S)	NONE	
COURSE(S) TO BE TAKEN CONCURRENTLY WITH THIS COURSE	ENFORCE CO-REQUISITE CHECKING? NO	
PRE/CO-REQUISITE FOR...		
RESTRICTIVE STATEMENT (EX: MA AND AMA MAJORS ONLY)		
COURSE IS REQUIRED FOR:		
COURSE IS AN ELECTIVE FOR:	ALL CURRICULA	
PROPOSED EFFECTIVE DATE MAY 2014	APPROVED EFFECTIVE DATE	COURSE REVIEW DUE

DOCUMENTATION AS REQUIRED	
(CHECK ALL THAT APPLY)	
COURSE JUSTIFICATION	<input checked="" type="checkbox"/>
PROPOSED REVISION(S) WITH REASONS	<input checked="" type="checkbox"/>
ENROLLMENT LAST 5 YEARS	<input checked="" type="checkbox"/>
NEW RESOURCES STATEMENT	<input checked="" type="checkbox"/>
CONSULTATION WITH DEPARTMENT(S)	<input type="checkbox"/>
SYLLABUS (OLD AND NEW)	<input checked="" type="checkbox"/>
GEP CATEGORY OBJECTIVES	<input checked="" type="checkbox"/>
GEP STUDENT LEARNING OUTCOMES	<input checked="" type="checkbox"/>
MEANS OF ASSESSING GEP OUTCOMES	<input checked="" type="checkbox"/>

**SIGNATURE PAGE
ATTACHED**

CATALOG DESCRIPTION: (INCLUDE ANY RESTRICTIVE, TRANSPORTATION, OR FEE STATEMENTS) (100 WORD LIMIT)
THIS COURSE IS DESIGNED TO PROVIDE ENTRY-LEVEL LIFEGUARD PARTICIPANTS WITH THE KNOWLEDGE AND SKILLS TO PREVENT, RECOGNIZE AND RESPOND TO EMERGENCIES AND TO PROVIDE CARE FOR INJURIES AND SUDDEN ILLNESSES UNTIL EMERGENCY MEDICAL SERVICES (EMS) PERSONNEL ARRIVE AND MAINTAIN CARE. OPTIONAL FEE ASSESSED FOR CERTIFICATION.

FOR COURSE ACTION FORM INSTRUCTIONS SEE
[HTTP://WWW.NCSU.EDU/UAP/ACADEMIC-STANDARDS/COURSES/CRSINST.HTML](http://www.ncsu.edu/uap/academic-standards/courses/crsinst.html)

SIGNATURE PAGE

COURSE ACTION FOR HESA 223, LIFEGUARD TRAINING

RECOMMENDED BY:

Tom Reub

12-12-13

HEAD, DEPARTMENT/PROGRAM

Reviewed by DASA CCC electronically by
DASA CCC 1.27.2014.

ENDORSED BY:

Chair Allison Bergman has given electronic
signature.

CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE

DATE

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 _____

HESA 223 Lifeguard Training (Course Revision)

Course Justification

With the abundant amount of water facilities available to the public the need for qualified lifeguard personnel continues to be a priority. Aquatic organizations require individuals who have been trained by recognized national organizations such as The American Red Cross to staff their facilities. This course will provide instruction in lifeguard training based on the curriculum developed by The American Red Cross.

Proposed Revisions with Reasons

1. Course content has been updated to reflect the addition of new course topics by The American Red Cross.
2. The credit hour and contact hour information have been increased to allow for the addition of topics to follow course updates by The American Red Cross.
3. The syllabus has been updated to reflect the changes to the GEP objectives and learning outcomes.
4. GEP objectives and learning outcomes have been updated to provide a more appropriate reflection of the objectives and outcomes of the Health and Exercise Studies class.

Current Description

This course is designed to provide entry-level lifeguard participants with the knowledge and skills to prevent, recognize and respond to emergencies and to provide care for injuries and sudden illnesses until emergency medical services (EMS) personnel arrive and take over. Optional fee assessed for certification.

Proposed Description

This course is designed to provide entry-level lifeguard participants with the knowledge and skills to prevent, recognize and respond to emergencies and to provide care for injuries and sudden illnesses until emergency medical services (EMS) personnel arrive and maintain care. Optional fee assessed for certification.

Enrollment for Last Five Years

Year	Fall	Spring	Summer
2012-2013	16	15	
2011-2012	18	13	
2010-2011	14	18	
2009-2010	15	33	
2008-2009	12	34	

Resources Statement

Allocation of existing resources permits offering this course

GEP Course Documentation

I. Objectives for courses in the category of Health and Exercise Studies

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

1. acquire the fundamentals of health-related fitness, encompassing cardio-respiratory and cardiovascular endurance, muscular strength and endurance, muscular flexibility and body composition; and
2. apply knowledge of the fundamentals of health-related fitness toward developing, maintaining, and sustaining an active and healthy lifestyle; and
3. acquire or enhance the basic motor skills and skill-related competencies, concepts, and strategies used in physical activities and sport; and
4. gain a thorough working knowledge, appreciation, and understanding of the spirit and rules, history, safety, and etiquette of physical activities and sport.

II. GEP Student Learning Outcomes

A. Outcome for Category Objective #1:

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

1. Demonstrate the fundamentals of fitness through their ability to swim a required distance.
Means of evaluating: Students will be required to swim 300 yards without stopping. They will be required to retrieve a 10 pound brick in deep water and swim with the brick for 20 yards using only their legs for propulsion. Students will also be required to swim 450 yards using a timed scale for performance.
2. Demonstrate the ability to comfortably handle themselves with an active and passive victim in deep water.
Means of evaluating: Students will be required to rescue an active victim on the surface and a passive submerged victim in deep water.

B. Outcome for Category Objective #2:

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

1. Discuss and explain the importance of a healthy lifestyle in maintaining a high level of proficiency as a lifeguard.
Means of evaluating: Students will participate in discussion sessions dealing with the qualities of a professional lifeguard. Specific questions on the final exam will deal with the importance of staying physically ready to perform the duties of a lifeguard. **Example:** What is the most efficient approach stroke to use if swimming a long distance?

C. Outcome for Category Objective #3

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

1. Demonstrate the correct skills and rescues needed to aid individuals who find themselves at risk in aquatic environments.

Means of evaluating: Students will be required to perform three specific rescues and a number of check-off skills at the end of the semester to complete certification.

2. Demonstrate the correct skills and knowledge needed to aid individuals who need first aid and/or oxygen administration for sudden illnesses or CPR emergencies.

Means of evaluating: Students will be required to demonstrate correct CPR, oxygen administration, and first aid skills to complete certification. Students will also be required to take written examinations in CPR, oxygen administration, and first aid. **Example:** What is the correct oxygen flow rate when using a non-rebreather mask?

3. Demonstrate the correct deep water spinal rescue, emergency oxygen administration, and suctioning devices.

Means of evaluating: Students will be required to assemble the oxygen unit and provide correct care for various scenarios. Students will also be required to take written examinations on deep water spinal rescue. **Example:** What is the correct method of in-line stabilization for a supine victim in the dive well?

D. Outcome for Category Objective #4

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

1. Explain what their role is in an aquatic environment emergency action plan.

Means of evaluating: Specific questions on the final exam will deal with a lifeguard's role in an aquatic facility's emergency action plan. **Example:** What rescue equipment should the secondary rescuer bring to the pool during a suspected spinal injury?

2. Identify and demonstrate how to respond to an individual who needs assistance in and around the water.

Means of evaluating: Specific questions on the final exam will deal with identification of swimmers who are in distress. Students will be required to respond correctly to three different drowning situations. **Example:** Which type of distressed swimmer is most likely to sink without creating a disturbance at the surface?

**Proposed Syllabus
HESA 223 Lifeguard Training
Spring 2014**

Instructor: Matthew Rever
Office: 2031 Carmichael Gym
Office Phone: 515-6381
Email: mjrever@ncsu.edu
Course Meeting: 9:10-10:25AM T/Th
Office hours: M/W: 9:00-10:00AM, T/Th: 11:00-12:00pm, Fridays by appt
Credit Hours: Two
Course Prerequisites: HESA 221 or equivalent skills

Required Text: American Red Cross, **Lifeguarding**, StayWell, Yardley, Pa., 2012. (Available online at www.redcross.org)

Course Description: This course is designed to provide entry-level lifeguard participants with the knowledge and skills to prevent, recognize and respond to emergencies and to provide care for injuries and sudden illnesses until emergency medical services (EMS) personnel arrive and maintain care.

Health Information Statement:

Physical activities in this class are considered moderate to vigorous and are considered limited contact. The NC State Department of Health & Exercise Studies supports the development and improvement of physical health, while doing so safely. If you have a known medical condition that could be adversely affected by participating in the typical activities of this class, please contact your usual physician for recommendations about how to participate safely or whether it is more appropriate to choose a different Health & Exercise Studies course. If your physician has provided you with recommendations to modify participation in this class, please share those recommendations with the instructor within the first week of class, if possible. If you are not certain whether you have a medical condition that puts you at risk for participation in this class or have a medical condition and cannot access your usual physician in a timely manner for recommendations for safe participation, consider making an appointment at Student Health to discuss your concerns (appointment number is 919.515.7107 or book on-line at healthweb.ncsu.edu).

GEP Objectives for Courses in the Category of Health and Exercise Studies

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

1. acquire the fundamentals of health-related fitness, encompassing cardio-respiratory and cardiovascular endurance, muscular strength and endurance, muscular flexibility and body composition; and
2. apply knowledge of the fundamentals of health-related fitness toward developing, maintaining, and sustaining an active and healthy lifestyle; and
3. acquire or enhance the basic motor skills and skill-related competencies, concepts, and strategies of physical activities and sport; and

- gain a thorough working knowledge, appreciation, and understanding of the spirit and rules, history, safety, and etiquette of physical activities and sport.

Student Learning Outcomes

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

- Demonstrate the fundamentals of fitness through their ability to swim for a required distance.
- Demonstrate the ability to comfortably handle themselves with an active and passive victim in deep water.
- Discuss and explain the importance of a healthy lifestyle in maintaining a high level of proficiency as a lifeguard.
- Demonstrate the correct skills and rescues needed to aid individuals who find themselves in trouble in aquatic environments.
- Demonstrate the correct skills needed to aid individuals who need first aid for sudden illnesses or CPR emergencies.
- Demonstrate the correct deep water spinal rescue, emergency oxygen administration, and suctioning devices.
- Explain what their role is in an aquatic environment emergency action plan.
- Identify and demonstrate how to respond to a swimmer who needs assistance in and around the water.

Prerequisite Swim Assessment:

- 300 yard swim (non-stop, demonstrating breath control, and rhythmic breathing). Students may swim using the front crawl, breaststroke or a combination of both but swimming on the back or side is not allowed. Swim goggles may be used.
- Tread water for 2 minutes using only the legs.
- Swim 20 yards using front crawl or breaststroke, surface dive to a depth of 7-10 feet, retrieve a 10 pound object, return to the surface and swim 20 yards back to the starting point with both hands on the object. The student's face must be above the water on the return trip. Once back to the starting point the student must exit the water without using a ladder or step. This entire skill must be performed within 1 minute, 40 seconds. No swim goggles are allowed.

****Students must pass all swim assessments to be eligible for certification****

Evaluation Procedures:

Lifeguard Final Skill Scenarios	50%
Deep Water Spinal	
Shallow Water Spinal	
Submerged Victim	
CPR w/Oxygen Administration	
Multiple Victim Rescue	
450 Swim	20%
WebAssign Tests	30%

450 Time	Score
5:00	100
5:30	99
5:45	98
5:56	97
6:05	96
6:15	95
6:28	94
6:38	93
6:46	92

6:55	91
7:05	90
7:18	89
7:26	88
7:36	87
7:44	86
7:55	85
8:08	84
8:18	83
8:26	82
8:34	80

8:45	78
8:56	77
9:05	76
9:16	75
9:25	74
9:34	73
9:45	72
9:54	71
10:00	70
>10:00	69

Grading Scale:

Each student has the option of taking the class for a letter grade (+/-), credit only, or audit. *Grading method (letter grade, S/U, audit) verification is the responsibility of the student; grade method changes cannot be made after the university deadline has passed (3/11/14).*

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		

Attendance:

Students are expected to be in class on a daily basis. However, if a student misses THREE classes, no matter what the excuse, the student will not be certified. If a student misses SIX classes during the semester, an "F" for the course will be given. To view the University's attendance position refer to: http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.3.php

Requirements for Credit Only: In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- or better. 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

Requirements for Audit: Students must attend all classes except written exams and will be allowed four absences before NR will be recorded as a final grade. http://www.ncsu.edu/policies/academic_affairs/pols_regs/REG205.00.5.php

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. Incompletes must be made up prior to the last week of classes.

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.

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, students must register with Disability Services Office at 1900 Student Health Campus Box 7509, 515-7653. See <http://www.ncsu.edu/dso/>
For more information on NC State's policy on working with students with disabilities, please see the **Academic Accommodations for Students with Disabilities Regulation** (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 safety reasons to have some amount of physical contact occur to assist in acquiring the proper form/technique. The students

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 is 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.
10. All musical devices, such as IPOD's must be turned off when you enter this class.

American Red Cross certification is optional and is not required for successful completion of this course. If you opt for certification, the Triangle Area Chapter of the American Red Cross charges a \$35.00 fee. Fees must be submitted by 3/27. Payments must be made out to NC State Department of Health and Exercise Studies. Fees can only be paid between 8:00am-12:00pm and 1:00pm-5:00pm Monday through Friday.

Upon successful completion of this course, which includes passing all water skills and making at least 80% on the written exams, those students who opt for certification will be awarded one certificate:

**American Red Cross Universal Certificate for Lifeguarding/First Aid/CPR/AED
(Valid for 2 years)**

Course Action Short Form for GEP Visual and Performing Arts

Department(s)/Program	NC State Dance Program	New to GEP: <input type="checkbox"/>
Course Prefix/Number (include cross-listed prefix)	DAN 272	Review for GEP: <input checked="" type="checkbox"/>
If Special Topics, list GEP special topics prefix/#: (ex: HUMG)		Special Topics: <input type="checkbox"/>
Course/Topic Title	Dance Composition	
Instructor Name/Title	Robin Harris, Director, Lecturer	
<p>Each course in the <i>Visual and Performing Arts</i> will provide instruction and guidance that helps students to:</p> <ol style="list-style-type: none"> 1. Deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions; and 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 3. Strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre. 		
<p>Student learning outcome(s) for Objective #1: Distinguish and compare dance traditions, aesthetics, and codified dance vocabulary and forms; and thus discern personal/original movement vocabulary and original forms in their own choreographic work, their peers' work, and in formal concert dance.</p>		
<p>Measure(s) for above Outcome(s): Students' understanding of traditional vs. original work will be reflected in, and thus evaluated by observation of, movement choices in the students' choreography, verbal expression in peer feedback, and discussion in written work (choreographic analysis of own work and critique of formal concert dance).</p>		
<p>Student learning outcome(s) for Objective #2: Students will gain understanding of concepts related to the art and process of choreography, while attaining verbal vocabulary with which to analyze and discuss the art form.</p>		
<p>Measure(s) for above Outcome(s): Students will be evaluated on the demonstration of understanding and application of concepts and verbal vocabulary through giving verbal feedback to peers in class, general class discussion, and through written analysis of their own choreography and a critique of formal concert dance.</p>		
<p>Student learning outcome(s) for Objective #3: Students will understand and apply the craft of choreography: develop movement material related to an idea, create a thematic phrase, manipulate and develop the thematic material using choreographic devices, and structure the developed material into a cohesive solo dance, with attention to form and content.</p>		
<p>Measure(s) for above Outcome(s): Students will be evaluated on the demonstration of their understanding of and application of the craft of choreography through showings of every step of their choreographic process: vocabulary development, thematic phrase, variations, structure, and performance of their completed dance.</p>		

- Attach course information per review instructions
- Attach signature page with required signatures.
- Attach completed GEP Course Evaluation Rubric

2013-2014

Course Action Short Form for GEP Visual and Performing Arts

Course Outline for DAN 272, Dance Composition

Spring 2014

Mondays, 2:40- 4:00 pm

Jan 6	Course intro/Source assignment Handouts: <i>Basic Elements of Dance Composition</i> and <i>Devices for Movement Development</i>
Jan 13	Exploring metaphor. (Bring source materials to class to use in class).
Jan. 20	Holiday
Jan 27	Source: 5 actions
Feb. 3	Thematic phrase & Thematic phrase variation w/turn, fall, jump, gesture, stillness
Feb 10	Augmentation/Diminution and Accumulation
Feb 17	Transposition
Feb 24	Inversion
March 3	Retrograde
March 10	SPRING BREAK
March 17	Structure introduction Handout: <i>Structure Worksheet and Guidelines for Final Composition</i>
March 24	Work session/structure
March 31	Work session/structure
April 7	First draft showing and feedback Concert preview Handout: <i>Critique Guidelines</i>
Th. April 10 or Fri. April 11:	Attendance at NCSU Dance Co. Spring Concert in Titmus Theatre (need ticket)
April 14	Second draft showing and feedback CRITIQUE OF CONCERT DUE IN CLASS CLASS DISCUSSION ABOUT CONCERT
April 21	FINAL COMPOSITION SHOWING WRITTEN ANALYSIS OF CHOREOGRAPHY DUE IN CLASS WRAP UP

**N.C. STATE UNIVERSITY
UNDERGRADUATE COURSE ACTION FORM**
Effective September 2008

NOTE: Click shaded fields to type data and click on boxes to check.

DEPARTMENT/PROGRAM	NC STATE DANCE PROGRAM	
COURSE PREFIX/NUMBER	DAN 272	
PREVIOUS PREFIX/NUMBER	DAN 272	
COURSE TITLE	DANCE COMPOSITION	
ABBREVIATED TITLE	DANCE COMPOSITION	
SCHEDULING	Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> Summer <input type="checkbox"/> Every Year <input checked="" type="checkbox"/> Alt. Year Odd <input type="checkbox"/> Alt. Year Even <input type="checkbox"/> Other <input type="checkbox"/>	
COURSE DELIVERY CHECK ALL THAT APPLY	ON CAMPUS <input checked="" type="checkbox"/> DISTANCE EDUCATION <input type="checkbox"/> ONLINE <input type="checkbox"/> REMOTE LOCATION <input type="checkbox"/>	
COURSE CREDIT/GRADING	CREDIT HOURS <u>01</u>	GRADING ABCDF <input checked="" type="checkbox"/> S/U <input type="checkbox"/>
CONTACT HOURS <i>See contact/credit hour guidelines for detail.</i>	LECTURE SEMINAR LABORATORY 2 PROBLEM STUDIO INDEPENDENT STUDY RESEARCH INTERNSHIP PRACTICUM FIELD WORK	
IS COURSE REPEATABLE FOR CREDIT?	N	# REPEATS ALLOWED
INSTRUCTOR(S) (NAME/RANK)	DUAL APPOINTMENT? <input type="checkbox"/> ROBIN HARRIS, LECTURER	

TYPE OF PROPOSAL	
NEW COURSE	<input type="checkbox"/>
DROP COURSE	<input type="checkbox"/>
REVISE COURSE	<input checked="" type="checkbox"/>
REVISION IN:	
CONTENT	<input type="checkbox"/>
PREFIX/NUMBER	<input type="checkbox"/>
TITLE	<input type="checkbox"/>
ABBREVIATED TITLE	<input type="checkbox"/>
CREDIT HOURS	<input type="checkbox"/>
CONTACT HOURS	<input type="checkbox"/>
GRADING METHOD	<input type="checkbox"/>
SCHEDULING	<input type="checkbox"/>
PRE/CO-REQUISITES	<input checked="" type="checkbox"/>
RESTRICTIVE STATEMENT	<input type="checkbox"/>
CATALOG DESCRIPTION	<input checked="" type="checkbox"/>
LEARNING OUTCOMES	<input checked="" type="checkbox"/>
GEP LEARNING OUTCOMES ONLY	<input checked="" type="checkbox"/>
DUAL-LEVEL COURSE	<input type="checkbox"/>
GEP COURSE	<input type="checkbox"/>
CHECK APPLICABLE CATEGORY BELOW:	
HUMANITIES	<input type="checkbox"/>
SOCIAL SCIENCES	<input type="checkbox"/>
MATHEMATICAL SCIENCES	<input type="checkbox"/>
NATURAL SCIENCES	<input type="checkbox"/>
INTERDISCIPLINARY PERSPECTIVES	<input type="checkbox"/>
VISUAL & PERFORMING ARTS	<input checked="" type="checkbox"/>
PE/HEALTHY LIVING	<input type="checkbox"/>
GLOBAL KNOWLEDGE CO-REQ	<input type="checkbox"/>
U.S. DIVERSITY CO-REQ	<input type="checkbox"/>
THEMATIC TRACK	<input type="checkbox"/>

ANTICIPATED ENROLLMENT	Per semester <u>12</u> Per section <u>12</u> Will multiple sections be offered? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
PREREQUISITE(S)	HESD264 OR HESD 274 OR PERMISSION OF INSTRUCTOR	
COURSE(S) TO BE COMPLETED PRIOR TO ENROLLING	ENFORCE PRE-REQUISITE CHECKING? NO	
CO-REQUISITE(S)	NONE	
COURSE(S) TO BE TAKEN CONCURRENTLY WITH THIS COURSE	ENFORCE CO-REQUISITE CHECKING? NO	
PRE/CO-REQUISITE FOR...	NONE	
RESTRICTIVE STATEMENT (EX: MA AND AMA MAJORS ONLY)	TYPE BRIEF STATEMENT HERE AND INCLUDE STATEMENT IN CATALOG DESCRIPTION BELOW	
COURSE IS REQUIRED FOR:	LIST DEGREE KEY FOR ALL CURRICULA OR IDENTIFY MINOR IN WHICH COURSE IS OR WILL BE REQUIRED	
COURSE IS AN ELECTIVE FOR:	DAN 272 AND DAN 295 WILL TOGETHER SATISFY THE CHASS ARTS AND LETTER ELECTIVE	
PROPOSED EFFECTIVE DATE MAY 2014	APPROVED EFFECTIVE DATE	COURSE REVIEW DUE

DOCUMENTATION AS REQUIRED	
(CHECK ALL THAT APPLY)	
COURSE JUSTIFICATION	<input checked="" type="checkbox"/>
PROPOSED REVISION(S) WITH REASONS	<input checked="" type="checkbox"/>
ENROLLMENT LAST 5 YEARS	<input checked="" type="checkbox"/>
NEW RESOURCES STATEMENT	<input checked="" type="checkbox"/>
CONSULTATION WITH DEPARTMENT(S) PROVIDED	<input type="checkbox"/>
SYLLABUS (OLD AND NEW)	<input checked="" type="checkbox"/>
GEP CATEGORY OBJECTIVES	<input checked="" type="checkbox"/>
GEP STUDENT LEARNING OUTCOMES	<input checked="" type="checkbox"/>
MEANS OF ASSESSING GEP OUTCOMES	<input checked="" type="checkbox"/>


CATALOG DESCRIPTION: (INCLUDE ANY RESTRICTIVE, TRANSPORTATION, OR FEE STATEMENTS) (100 WORD LIMIT)
THIS COURSE INTRODUCES PRINCIPLES OF DANCE COMPOSITION THROUGH CREATIVE PROBLEM SOLVING. COURSE CONTENT INCLUDES: MOVEMENT INVENTION; CREATION OF A THEMATIC PHRASE; MANIPULATION AND DEVELOPMENT OF THEME THROUGH APPLICATION OF CHOREOGRAPHIC DEVICES; STRUCTURE; AND CONTENT. STUDENT WILL CREATE AND PERFORM A COMPLETE SOLO CHOREOGRAPHIC WORK IN THE COURSE. A SMALL FEE MAY BE REQUIRED FOR DANCE CONCERT ATTENDANCE.

**SIGNATURE PAGE
ATTACHED**

FOR COURSE ACTION FORM INSTRUCTIONS SEE
[HTTP://WWW.NCSU.EDU/JAR/ACADEMIC-STANDARDS/COURSES/INST.HTML](http://www.ncsu.edu/jar/academic-standards/courses/inst.html)

SIGNATURE PAGE

COURSE ACTION FOR DAN 272

RECOMMENDED BY:  _____
HEAD, DEPARTMENT/PROGRAM _____ DATE 12/4/13

ENDORSED BY: _____
Reviewed by DASA CCC electronically by
DASA CCC 1.27.2014.
Chair Allison Bergman has given electronic
signature.
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE _____ DATE _____

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 _____

DAN 272 Dance Composition

Course Justification

Dance Composition provides the student with tools for creating, developing, and organizing ideas into personal movement expressions. Dance Composition encourages the development of well crafted, innovative choreographic work using content based movement vocabulary and sound choreographic structure.

Current Catalog Description

Creative problem-solving using the components of movement composition. Development of movement vocabulary through structured improvisation. Development of a thematic phrase. Manipulation of the thematic phrase through various choreographic devices. Structure of the developed materials. A small fee may be required for dance concert attendance.

Proposed Catalog Description

This course introduces principles of dance composition through creative problem solving. Course content includes: movement invention; creation of a thematic phrase; manipulation and development of theme through application of choreographic devices; structure; and content. Student will create and perform a complete solo choreographic work in the course.

Proposed Revision with Reasons

1. The Catalog Description has been updated to more accurately describe the material taught in this class.
2. GEP objectives and learning outcomes have been updated to provide a more appropriate reflection of the objectives and outcomes of the Visual and Performing Arts course.
3. The Syllabus has been updated to reflect the change to the GEP objectives and learning outcomes.

ENROLLMENT FOR LAST FIVE YEAR

	<u>FALL</u>	<u>SPRING</u>
2009	Not offered	5
2010	Not offered	5
2011	Not offered	6
2012	Not offered	4
2013	Not offered	11

Resources Statement

This course has been taught continuously for 22 years. No new resources are needed.

GEP Course Documentation

Objectives for courses in the category of Visual and Performing Arts Additional Breadth Requirement

Each course in the *Visual and Performing Arts* will provide instruction and guidance that helps students to:

1. Deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions; and
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
3. Strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.

GEP Student learning outcomes and means of evaluating

Outcomes for Category Objective #1:

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

1. Distinguish and compare dance traditions, aesthetics, and codified dance vocabulary and forms; and thus discern personal/original movement vocabulary and original forms in their own choreographic work, their peers' work, and in formal concert dance.

Means of evaluating:

Students' understanding of traditional vs. original work will be reflected in, and thus evaluated by observation of, movement choices in the students' choreography, verbal expression in peer feedback, and discussion in written work (choreographic analysis of own work and critique of formal concert dance).

Outcomes for Category Objective #2:

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

2. Understand concepts related to the art and process of choreography, while attaining verbal vocabulary with which to analyze and discuss the art form.

Means of evaluating:

Students will be evaluated on the demonstration of understanding and application of concepts and verbal vocabulary through giving verbal feedback to peers in class, general class discussion, and through written analysis of their own choreography and a critique of formal concert dance.

Outcomes for Category Objective #3:

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

3. Understand and apply the craft of choreography: develop movement material related to an idea, create a thematic phrase, manipulate and develop the thematic material using choreographic devices, and structure the developed material into a cohesive solo dance, with attention to form and content.

Means of evaluating:

Students will be evaluated on the demonstration of their understanding of and application of the craft of choreography through showings of every step of their choreographic process: vocabulary development, thematic phrase, variations, structure, and performance of their completed dance.

NC STATE UNIVERSITY

Gina Domingue <gmneugeb@ncsu.edu>

Re: DAN 272

Robin Harris <rlharris@ncsu.edu>

Thu, Feb 6, 2014 at 11:07 AM

To: gmneugeb@ncsu.edu

Cc: Peggy Domingue <psdoming@ncsu.edu>, Tom Koch <tdkoch@ncsu.edu>, Alex Miller <namiller@ncsu.edu>

Dear Gina,

Thank you for the conversation about DAN 272. Below are responses to questions raised about DAN 272:

Under "Learning objectives:" "Understand" is generally not accepted and does not appear on Bloom's taxonomy.

The GEP Visual and Performing Arts objectives use the word "understand"; therefore, I used the word "understand" in my objectives. Additionally, in my objectives, there are many other action words that define and support the objectives.

Does not list if course is required for any curricula.

DAN 272 is not required for any curricula.

Mentions this course and DAN 295 together will satisfy Arts & Letters requirement for CHASS majors.

Rarely would a student take this combination of courses. The courses ordinarily have different populations. DAN 295 is a permission only course (students are accepted by audition) for members of the NCSU Dance Company.

How often is DAN 295 offered?

DAN 295 is offered every fall and every spring

Shouldn't this be something included in the course description, so it is made common knowledge to students? It seems like this would be something students would have to dig to find out, which shouldn't be the case.

Again, because of different student populations in DAN 272 and 295, it does not seem important to include this in the course description.

Please let me know if you have any other questions.

Thank you,

Robin

On Thu, Feb 6, 2014 at 10:13 AM, Peggy Domingue <psdoming@ncsu.edu> wrote:

Hi Robin,

The DASA curriculum committee has a few questions to address for DAN 272:

Under "Learning objectives:" "Understand" is generally not accepted and does not appear on Bloom's taxonomy. Does not list if course is required for any curricula. Mentions this course and DAN 295 together will satisfy Arts & Letters requirement for CHASS majors. How often is DAN 295 offered? Shouldn't this be something included in the course description, so it is made common knowledge to students? It seems like this would be something students would have to dig to find out, which shouldn't be the case.

**“Proposed Syllabus”
DAN 272 Dance Composition
Spring 2014**

Instructor: Robln Harris
Email: robin_harris@ncsu.edu
Telephone: 515-7034
Office: 236 Harrelson
Office Hours: By appointment
Credit Hours: One
Course Prerequisite: HESD 264, HESD 274, or permission from instructor.
Course Meeting: Mondays, 2:30 -4:00 pm

Text: Handouts will be provided by instructor.

Course Description: This course introduces principles of dance composition through creative problem solving. Course content includes: movement invention; creation of a thematic phrase; manipulation and development of theme through application of choreographic devices; structure; and content. Student will create and perform a complete solo choreographic work in the course.

GEP Course Documentation

Objectives for courses in the category of Visual and Performing Arts Additional Breadth Requirement

Each course in the *Visual and Performing Arts* will provide instruction and guidance that helps students to:

1. Deepen their understanding of aesthetic, cultural, and historical dimensions of artistic traditions; and
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
3. Strengthen their ability to create, recreate, or evaluate art based upon techniques and standards appropriate to the genre.

Student Learning Outcomes:

By the end of this course, students will:

1. Distinguish and compare dance traditions, aesthetics, and codified dance vocabulary and forms; and thus discern personal/original movement vocabulary and original forms in their own choreographic work, their peers' work, and in formal concert dance.
2. Understand concepts related to the art and process of choreography, while attaining verbal vocabulary with which to analyze and discuss the art form.
3. Understand and apply the craft of choreography: develop movement material related to an idea, create a thematic phrase, manipulate and develop the thematic material using choreographic devices, and structure the developed material into a cohesive solo dance, with attention to form and content.

Grading:

- Perform solutions to choreographic problems (40 points): Source/5 Actions (5 points); Thematic Phrase (5 points); Augmentation/Diminution (5 points); Accumulation (5 points); Transposition (5 points); Inversion (5 points); Retrograde (5 points); On a line (5 points).
- Final composition (20 points)
- Written analysis of own choreography (10 points)
- Attendance at specific concert and concert critique (20 points)
- Contribution to discussion and peer feedback (10 points)

Late Assignments: Written assignments are due as described in syllabus. Late written assignments will not be accepted. Practical assignments may be made up for half credit within one week of due date.

Grading Scale

Each student has the option of taking the class for a letter grade (+/-), credit only, or audit.

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		

Attendance and Tardy Policy: Students are expected to attend all classes and to arrive and leave at the scheduled times. The instructor will adhere to the attendance policy. Five points will be deducted from your final grade for each unexcused absence. Two points will be deducted for each tardy. Four absences of any kind will result in a failing grade. In the case of an excused absence, the student will provide official documentation and then be allowed to make up any written or practical work with one week of returning to class. Students are responsible for submitting such work and for scheduling make up work with the instructor. See

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

Requirements for Credit Only: In order to receive a grade of S, students are required to take all exams and quizzes, complete all assignments, and earn a grade of C- or better. 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

Note: The student is responsible for requesting credit only grading on MyPack Portal by the University dead line.

Requirements for Audit: Audit students must attend all contracted classes and will be allowed three absences before NR will be recorded as a final grade. http://www.ncsu.edu/policies/academic_affairs/pols_regs/REG205.00.5.php

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.

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 or videos of classes, rehearsals or performances. All students are expected to respect the privacy of each other by not sharing or using such information outside the course.

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, 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 \(REG02.20.1\)](#)
- 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 to have some amount of physical contact occur to assist in acquiring the proper form/technique. The students should inform the instructor if they do not want any physical contact to assist in acquiring the proper form/technique.
- 5.** Every physical 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. 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. If you have a known medical condition that could be adversely affected by participating in the typical activities of this class, please contact your usual physician for recommendations about how to participate safely or whether it is more appropriate to choose a different course. If your physician has provided you with recommendations to modify participation in this class, please share those recommendations with the instructor within the first week of class, if possible. If you are not certain whether you have a medical condition that puts you at risk for participation in this class or have a medical condition and cannot access your usual physician in a timely manner for recommendations for safe participation, consider making an appointment at Student Health to discuss your concerns (appointment number is 919.515.7107 or book on-line at healthweb.ncsu.edu).
- 6.** Please turn off cell phones during class time.

Course Outline for DAN 272, Dance Composition

Spring 2014

Mondays, 2:40- 4:00 pm

- Jan 6 **Course intro/Source assignment**
Handouts: *Basic Elements of Dance Composition* and *Devices for Movement Development*
- Jan 13 **Exploring metaphor. (Bring source materials to class to use in class).**
- Jan 20 **Holiday**
- Jan 27 **Source: 5 actions**
- Feb. 3 **Thematic phrase & Thematic phrase variation w/turn, fall, jump, gesture, stillness**
- Feb 10 **Augmentation/Diminution and Accumulation**
- Feb 17 **Transposition**
- Feb 24 **Inversion**
- March 3 **Retrograde**
- March 10 **SPRING BREAK**
- March 17 **Structure introduction**
Handout: *Structure Worksheet and Guidelines for Final Composition*
- March 24 **Work session/structure**
- March 31 **Work session/structure**
- April 7 **First draft showing and feedback**
Concert preview
Handout: *Critique Guidelines*
- Th. April 10 or Fri. April 11: **Attendance at NCSU Dance Co. Spring Concert in TitmusTheatre (need ticket)**
- April 14 **Second draft showing and feedback**
CRITIQUE OF CONCERT DUE IN CLASS
CLASS DISCUSSION ABOUT CONCERT
- April 21 **FINAL COMPOSITION SHOWING**
WRITTEN ANALYSIS OF CHOREOGRAPHY DUE IN CLASS
WRAP UP

Criteria for Reviewing Course Action Forms for GEP Courses

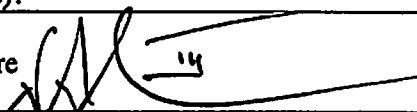
ALL PROPOSED GEP COURSES MUST MEET THE FOLLOWING DEPARTMENTAL CRITERIA

The departmental reviewers should consider the following criteria as well as the Basic Criteria.


<i>Departmental Criteria</i>	Yes	No	Comments
1. Are the stated GEP course learning outcomes supported by the course content?	x		
2. Are the stated GEP course learning outcomes applicable across all course sections?	x		
3. Does each stated GEP course learning outcome map to a GEP category objective?	x		
4. Are the means of evaluating these state GEP course learning outcomes likely to provide the instructor with evidence that will enable him/her to improve student learning in the course?	x		
5. Are the stated GEP student learning outcomes clearly measurable using the proposed means of evaluation?	x		

<i>Basic Criteria</i>	Yes	No	Comments
6. Are at least 25% of the course seats non-restricted? If all seats are restricted to a major(s), justification is required.	x		
7. Is the course offered on a regular basis?	x		
8. Does the course have no more than one pre-requisite? If there is more than one pre-requisite, justification is required.	x		
9. Is the course a standard offering (not a special topics or experimental course)?	x		

Department signature



 Name



 Title

Date

THE COLLEGE CURRICULUM COMMITTEES SHOULD CONFIRM THE REVIEW MADE BY THE DEPARTMENT USING THE ABOVE DEPARTMENTAL AND BASIC CRITERIA, IN ADDITION TO USING THE COUNCIL OF UNDERGRADUATE EDUCATION'S CRITERIA ON THE FOLLOWING PAGE.

Criteria for Reviewing Course Action Forms for GEP Courses

The College Curriculum Committees and the Council on Undergraduate Education Should Consider the Following Criteria.

Criteria for GEP Course Documentation

	Yes	No	Comments
GEP Objectives			
10. Are the GEP category objectives current and complete?			
Student Learning Outcomes			
11. Is there at least one GEP learning outcome listed under each objective?			
12. Is each GEP learning outcome appropriate to the associated GEP objective (i.e. will the achievement of the outcome allow students to meet the objective)?			
13. Does each outcome provide a specific statement (using an appropriate action verb. For example, see http://www.krummefamily.org/guides/bloom.html) of what students are expected to do in order to demonstrate that they have achieved the outcome?			
Means of Evaluation			
14. Is there at least one means of evaluation listed under each outcome?			
15. Is each means of evaluation appropriate to the associated outcome (i.e. will it provide data that will allow the instructor to judge how well students have achieved the outcome)?			

Miscellaneous Comments

College Signature _____

Date _____
Name _____

Reviewed by DASA CCC electronically by
DASA CCC 1.27.2014.
Chair Allison Bergman has given electronic
signature.

Campus Box 8107
Raleigh, NC 27695-8107

919.515.3180
919.515.2610 (fax)

5388

January 21, 2014

To: University Courses and Curriculum Committee
From: William R. Smith, Head, Department of Sociology and Anthropology
Re: Proposal to drop SOC 450 from GEP IP list

We request that SOC 450 Environmental Sociology be dropped from the GEP IP list. SOC 450 was placed on this list as part of the GEP start-up. As part of our review of the course's GEP IP status, we have concluded that the course takes a strong sociological approach rather than being inter-disciplinary. At the 400-level our curriculum tries to reinforce the value, theories, and methods of the disciplinary perspective, so it is not surprising that SOC 450 does not meet the criteria of the GEP IP category.

We do NOT want to drop SOC 450 from the NC State University course catalog. The course should remain as a permanent offering.

SOC 450 is required in only one curriculum: the BS in Applied Sociology, a CALS degree (11APSOCBS). This curriculum has been housed in our department, but no new students are presently being admitted and we have no plans to begin admitting any new students. Therefore, we have not undertaken any consultations with other programs, which would be important if the course were required in other curricula.

We request that this action take effect on June 1, 2014.

Thank you.

COURSE ACTION FOR SOC 450

5388

RECOMMENDED BY:

William R Smith Dec 30, 2014
HEAD, DEPARTMENT/PROGRAM DATE

ENDORSED BY:

Linda Williams 2/24/14
CHAIR, COLLEGE COURSES & CURRICULA COMMITTEE DATE

Victoria J. Gallegher 2/27/14
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 _____

2014 COMPREHENSIVE ARTICULATION AGREEMENT
BETWEEN
THE UNIVERSITY OF NORTH CAROLINA
AND
THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM

**Approved by the Board of Governors of The University of North Carolina and
the State Board of The North Carolina Community College System**

February 21, 2014

**COMPREHENSIVE ARTICULATION AGREEMENT (CAA)
BETWEEN THE UNIVERSITY OF NORTH CAROLINA
AND THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM**

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I. Legislative Overview

The Comprehensive Articulation Agreement fulfills the provisions of House Bill 739, Senate Bill 1161 (1995 Session of the General Assembly), and House Bill 903. The original legislation is provided in Appendix A. Section 1 of HB 739 instructed the Board of Governors of The University of North Carolina and the State Board of Community Colleges to develop a plan for the transfer of credits between the institutions of the North Carolina Community College System, and between them and the constituent institutions of The University of North Carolina. Section 3 of HB 739 instructed the State Board of Community Colleges to implement common course descriptions for all community college programs by June 1, 1997. Section 1 of SB 1161 directed The University of North Carolina Board of Governors and the State Board of Community Colleges to develop a plan that ensures accurate and accessible academic counseling for students considering transfer between community colleges, and between community colleges and the constituent institutions of The University of North Carolina. Section 2 of SB 1161 required the two Boards to establish a timetable for the development of guidelines and transfer agreements for program majors, professional specialization, and associate in applied science degrees. Section 3 of SB 1161 directed the Board of Governors of The University of North Carolina and the State Board of Community Colleges to review their policies and rules and make any changes that are necessary to implement the plan for the transfer of credits.

In 2013, S.L. 2013-72 (HB 903) further emphasized the importance of the Comprehensive Articulation Agreement (CAA) by mandating compliance with its terms and requiring biannual joint reviews to assure full institutional adherence to the agreement. The bill requires that a report, summarizing the results of these reviews, including any instances of non-compliance or revision to the agreement be submitted to the Joint Legislative Oversight Committee on November 1 of each year.

II. Review and Revision of the Comprehensive Articulation Agreement (2013)

Since the Comprehensive Articulation Agreement was established in 1997, there have been nearly two decades of student and faculty experience with the CAA, and considerable changes in lower-level general education requirements, and major program requirements of our North Carolina public senior institutions. Additionally, executive and legislative agencies with the state have endorsed greater participation in college level work by qualified secondary students.

After the review of the CAA within the context of these changes, this revision of CAA policies and curricula is designed to better facilitate the original purpose of the CAA to optimize the transfer of credits between the institutions of the North Carolina Community College System and the University of North Carolina institutions. The focus of the current review of the CAA includes the following:

1. Supporting current general education requirements at senior institutions.
2. Establishing a process for maintaining currency.
3. Ensuring current information is universally accessible to students and advisors at both senior institutions and community colleges.

The revised Comprehensive Articulation Agreement serves as a current and adaptive agreement that supports more students completing both the associates and baccalaureate degrees.

III. Assumptions and Intent

The Comprehensive Articulation Agreement between The University of North Carolina and the North Carolina Community College System rests upon several assumptions common to successful statewide comprehensive articulation agreements. The primary assumption is that institutions recognize the professional integrity of other public post-secondary institutions that are regionally accredited for college transfer programs. All courses designated as approved for college transfer under this agreement will be taught by faculty who meet Southern Association of Colleges and Schools (SACS) Commission on Colleges credential requirements. Another assumption is that substantial commonality exists in the lower-division general education requirements and courses currently offered at all universities and community colleges for the purpose of transfer.

The general education courses and pre-major courses offered at the institutions that comprise The University of North Carolina and the North Carolina Community College System are similar in intended outcomes and competencies, and so, transferable between institutions. The general education requirements of the receiving institutions remain in effect for all students not participating in this comprehensive articulation agreement; any upper-division general education requirements and graduation requirements remain unaffected by this agreement. Institution-wide, lower-division general education requirements serve as the starting point for determining specific general education courses in each baccalaureate major. The specific lower-level courses required for each major are the subject of the pre-majors developed by joint discipline committees. The purpose and history are provided in Appendix B.

IV. Policies

The Comprehensive Articulation Agreement (CAA) applies to all fifty-eight North Carolina community colleges and all sixteen constituent institutions of The University of North Carolina. The CAA is applicable to all North Carolina community college students who successfully complete a course designated as transferable or graduate with an A.A. or A.S. degree and transfer to a constituent institution of The University of North Carolina. The regulations for implementation of the CAA were originally approved by the Board of Governors and the State Board of Community Colleges. The Transfer Advisory Committee (TAC) oversees refinements of the regulations and minor changes. Significant changes will be brought to the Board of Governors and the State Board of Community Colleges for review at the discretion of the respective Presidents of The University of North Carolina and the North Carolina Community College System. The TAC Procedures are provided in Appendix C.

Since the CAA was first established, the state of North Carolina has encouraged high school students to maximize their time by taking college coursework under various initiatives. The CAA policies extend to high school students taking college coursework through the North Carolina Community College System and/or the constituent universities of the University of North Carolina.

A. Transfer Advisory Committee (TAC)

Authority to interpret the CAA policy rests with the TAC. The TAC is an eight-member committee appointed by the Presidents of the North Carolina Community College System and The University of North Carolina. Questions concerning the CAA policy interpretations should be directed to the appropriate system's chief academic officer with an explanation of the institutional policy that may (appear to) be in conflict with CAA policy. The chief academic officer will forward unresolved questions to the TAC for interpretation. Each system will appoint one ex-officio nonvoting member of the TAC. Each system will appoint one staff member to support the work of the TAC.

Questions about the transferability of the course work under the CAA or any proposed changes to the policies, general education courses, or pre-majors must be addressed by the TAC. Changes to the curriculum standards for the Associate in Arts and Associate in Science degree programs are the authority of the State Board of Community Colleges. The TAC will be notified of any changes.

B. Transfer Assured Admissions Policy (TAAP)

The TAAP assures admission to one of the 16 UNC institutions under the following conditions:

- Admission is not assured to a specific campus or specific program or major.
- Students must have graduated from a North Carolina community college with an Associate in Arts or Associate in Science degree.
- Students must meet all requirements of the CAA.
- Students must have an overall GPA of at least 2.0 on a 4.0 scale, as calculated by the college from which they graduated, and a grade of "C" or better in all CAA courses.
- Students must be academically eligible for re-admission to the last institution attended.
- Students must meet judicial requirements of the institution to which they apply.
- Students must meet all application requirements at the receiving institution, including the submission of all required documentation by stated deadlines.

If a student is denied admission to a UNC institution, then he or she will be notified in writing by the institution. In this notification, the student will be directed to the College Foundation of North Carolina (CFNC) website (www.cfnc.org) where the student will be given information regarding space availability and contacts in the respective UNC Admissions offices. It is the student's responsibility to contact each institution's admissions office to get specific information about admissions and available majors.

If the previous steps do not result in admission to a UNC institution, then the student should contact the CFNC Resource Center at 1-866-866-CFNC.

C. Transfer Credit Appeal

If a transfer student perceives that the terms of the CAA have not been honored, he or she may follow the Transfer Credit Appeal Procedure as outlined in Appendix E. Each UNC and community college institution will provide a link to the Transfer Credit Appeal Procedure on its website.

V. Regulations

A. Transfer of Credits

The CAA establishes the procedures governing the transfer of credits for students who transfer from a North Carolina Community College to a constituent institution of The University of North Carolina. The CAA does not address admission to a specific institution or to a specific major within an institution.

1. Eligibility

To be eligible for the transfer of credits under the CAA, the student must graduate from the community college with an Associate in Arts (AA) or Associate in Science (AS) degree and have an overall Grade Point Average (GPA) of at least 2.0 on a 4.0 scale and a grade of "C" or better in all CAA courses. Students who do not complete the degree are eligible to transfer credits on a course-by course basis.

2. Definition of General Education Courses and Pre-major Courses

The Associate in Arts (AA) and Associate in Science (AS) degree programs in the North Carolina Community College System require a total of sixty or sixty-one semester hours credit for graduation (see Appendix F) and are transferable to any UNC institution. The overall total is comprised of both lower-division general education and pre-major courses. This curriculum reflects the distribution of discipline areas commonly included in institution-wide, lower-division general education requirements for the baccalaureate degree.

The Associate in Arts (AA) and Associate in Science (AS) degree programs include general education requirements that represent the fundamental foundation for success and include study in the areas of English composition, communications, humanities and fine arts, natural sciences and mathematics, and social and behavioral sciences. Within these discipline areas, community colleges must include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use. Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the senior institution.

The AA and AS degree programs of study are structured to include two components:

–**Universal General Education Transfer Component** comprises a minimum of 30 semester hours of credit, and

–**Additional general education, pre-major, and elective courses** that prepare students for successful transfer into selected majors at UNC institutions and bring the total number of hours in the degree programs to 60-61 semester hours.

To ensure maximum transferability of credits, students should select a transfer major and preferred transfer university before completing 30 semester hours of credit. Additional general education, pre-major, and elective courses should be selected based on a student's intended major and transfer institution.

Each receiving institution will identify community college course equivalencies and publicize an equivalency course crosswalk to ensure transfer of credit uniformity and transparency.

The specific number and distribution of courses used to fulfill the requirement in each of these areas will be identified by each community college as meeting its own general education requirements. The Universal General Education Transfer Component and Other Required General Education courses will be drawn from those courses designated in the North Carolina Community College Combined Course Library as being transferable general education. This will preserve the autonomy of each community college to develop its own general education program, including those aspects that make its program unique. Students are directed to the pre-majors for specifics regarding courses and distribution.

3. Transfer of Associate in Arts and Associate in Science degree programs

- a. The CAA enables North Carolina community college graduates of two-year Associate in Arts (AA) and Associate in Science (AS) degree programs who are admitted to constituent institutions of The University of North Carolina to transfer with junior status.
- b. Universities cannot place requirements on students transferring under the CAA that are not required of their native students.
- c. A student who completes the Associate in Arts or Associate in Science degree prior to transfer to a UNC institution will have fulfilled the UNC institution's lower-division general education requirements.
- d. Due to degree requirements in some majors, additional courses at the UNC institution may be required beyond the general education courses and pre-major courses taken at the community college.
- e. Community college graduates of the Associate in Arts or Associate in Science degree programs who have earned 60 semester hours in approved transfer courses with a grade of "C" or better and an overall GPA of at least 2.0 on a 4.0 scale will receive at least 60 semester hours of academic credit upon admission to a UNC institution.
- f. Requirements for admission to some major programs may require additional pre-specialty courses beyond the pre-major taken at the community college. Students entering such programs may need more than two academic years of course work to complete the baccalaureate degree, depending on requirements of the program.

- g. All courses approved for transfer in the CAA are designated as fulfilling general education or pre-major/elective requirements (see Appendix G). While general education and pre-major courses may also be used as electives, elective courses may not be used to fulfill general education requirements.
- h. CAA courses taken beyond the 60-61 SHC of credit in which the student received less than a “C” will not negate the provisions of the CAA.

4. UNC Minimum Admission Requirements (MAR) and Minimum Course Requirements (MCR)

- a. A student who completes the Associate in Arts or the Associate in Science degree will satisfy UNC’s minimum admission requirements (MAR) and minimum course requirements (MCR).
- b. A transfer student will also be considered to have satisfied (MAR) and (MCR) if he or she has:
 - 1. received the Associate in Arts, the Associate in Science, the baccalaureate, or any higher degree, or
 - 2. completed at least six (6) semester hours in degree-credit in each of the following subjects: English, mathematics, the natural sciences, and social/behavioral sciences, and (for students who graduate from high school in 2003-04 and beyond) a second language.

5. Students not completing the Associate in Arts or Associate in Science degrees

A North Carolina community college student who satisfactorily completes, with a grade of “C” or better, courses identified in the Universal General Education Transfer Component will receive credit applied toward the university’s lower-division general education course requirements, subject to the following distribution limit: maximum of 6 hours in English Composition, 9 hours in Humanities/Fine Arts/Communications, 9 hours in Social/Behavioral Sciences, 8 hours in Mathematics, and 8 hours in the Natural Sciences.

A North Carolina community college student who satisfactorily completes a transfer course that is not designated as a Universal General Education Transfer Component course will receive transfer credit for the course. The receiving institution will determine whether the course will count as general education, pre-major, or elective credit.

6. Certification of Universal General Education Transfer Component Courses, Associate in Arts Degree, or Associate in Science Degree Completion

Certification of completion of the Associate in Arts or Associate in Science degree is the responsibility of the community college at which the courses are successfully completed. Transcript identification of Universal General Education Transfer Component courses is also the responsibility of the community college at which the courses are completed. The transcripts of students who transfer before completing the degree will be evaluated on a course-by-course basis by the receiving university. The transferring student who has not completed the degree must meet the receiving institution's general education requirements.

7. Four-Year Degree Plan for Community College Transfer Students

Beyond the Universal General Education Transfer Component courses, a program of study leading to the associate degree contains courses related to a student's major or program emphasis. Pre-major

course tracks prepare students to succeed in their chosen field and provide students with clear pathways to completion. Each UNC institution will develop, publish, and maintain four-year degree plans identifying community college courses that provide pathways leading to associate degree completion, admission into the major, and baccalaureate completion. Students who complete the AA or AS degree and the degree plan tracks published by a UNC institution, and who are accepted into that institution and into that major within four years of initial enrollment at the community college, will continue into that major at the UNC institution with all courses fulfilling lower division general education and other degree requirements.

8. Transfer of courses taken in other associate degree programs

Upon admission to another public two-year institution or to a public university, a community college student who was enrolled in an Associate in Applied Science (AAS) or Associate in Fine Arts (AFA) degree program and who satisfactorily completed the courses with a grade of "C" or better in all courses that are designated for college transfer (see Appendix G, CAA Transfer Course List) will receive credit for those courses. AAS or AFA students completing courses designated Universal General Education Transfer Component will receive equivalent general education course credit for those courses at the receiving institution. For courses not designated as Universal General Education Transfer Component, the receiving institution will determine whether the course will count as general education or pre-major/elective credit. Students in these programs who transfer must meet the general education requirements of the receiving institution.

Articulation of Associate in Fine Arts or Associate in Applied Science degree programs may be handled on a bilateral articulation agreement basis rather than on a state-wide basis. Under bilateral agreements, individual universities and one or more community colleges may join in a collaborative effort to facilitate the transfer of students from AFA or AAS degree programs to baccalaureate degree programs.

The TAC encourages the development of new bi-lateral articulation agreements among institutions; However, TAC will not maintain a current inventory of bilateral articulation agreements for AAS degree programs.

9. Transfer of courses not originated at North Carolina community colleges

Transfer courses that do not originate at a North Carolina community college or UNC institution may be used under the CAA with the following stipulations:

- a. Courses must be completed at a regionally accredited (e.g., SACS) institution of higher education;
- b. Courses must meet general education requirements; and
- c. Courses may total no more than 14 semester hours of general education course credit.
- d. For courses not originating at a NC community college, if the courses are used to complete the AA or AS, the courses will transfer as part of the degree. Otherwise, if 14 hours or less are presented without completion of the AA or AS, then the receiving institution will consider the courses on a course-by-course basis.

10. Transfer of Advanced Placement (AP) course credit

Advanced Placement (AP) course credits, awarded for a score of three or higher, are acceptable as part of a student's successfully completed Associate in Arts or Associate in Science degree under the CAA. Students who receive AP course credit at a community college but do not complete the Associate in

Arts or Associate in Science degree will have AP credit awarded on the basis of the receiving institution's AP policy.

B. Impact of the CAA on other articulation agreements

The CAA takes precedence over bilateral articulation agreements established between constituent institutions of the University of North Carolina and the North Carolina Community College System but does not necessarily preclude such agreements. Institution-to-institution articulation agreements that fall within the parameters of the CAA and enhance transferability of students from community colleges to senior institutions are encouraged. Institutional articulation agreements conflicting with the CAA are not permitted.

C. Compliance Procedures

The Transfer Advisory Committee (TAC) is charged with ensuring compliance of institutional policies and practices regarding the CAA. To that end, a TAC Review Team, comprised of one UNC representative and one community college representative, will survey and review the institutional transfer credit policies and procedures of two UNC institutions per quarter. The TAC will report the findings to UNC-General Administration and the North Carolina Community College System Office.

D. Students enrolled prior to Fall Semester 2014

Students officially enrolled in an AA or AS program at a North Carolina community college prior to Fall Semester 2014 are subject to the conditions and protections contained in the CAA in place at the time of their initial enrollment as long as they have remained continuously enrolled.

Appendices
Appendix A
Legislation

HB 739, SB 1161, HB 903

GENERAL ASSEMBLY OF NORTH CAROLINA
1995 SESSION
RATIFIED BILL

CHAPTER 287
HOUSE BILL 739

AN ACT TO SIMPLIFY THE TRANSFER OF CREDIT BETWEEN NORTH CAROLINA INSTITUTIONS
OF HIGHER EDUCATION.

Section 1. The Board of Governors of The University of North Carolina and the State Board of Community Colleges shall develop a plan for the transfer of credits between the institutions of the North Carolina Community College System and between the institutions of the North Carolina Community College System and the constituent institutions of The University of North Carolina. The Board of Governors and the State Board of Community Colleges shall make a preliminary report to the Joint Legislative Oversight Committee on Education prior to March 1, 1996. The preliminary report shall include a timetable for the implementation of the plan for the transfer of credits.

Sec. 2. It is the intent of the General Assembly to review the plan developed by the Board of Governors and the State Board of Community Colleges pursuant to Section 1 of this act and to adopt a plan prior to July 1, 1996, for the transfer of credits between the institutions of the North Carolina Community College System and between the institutions of the North Carolina Community College System and the constituent institutions of The University of North Carolina.

Sec. 3. The State Board of Community Colleges shall implement a common course numbering system, to include common course descriptions, for all community college programs by June 1, 1997. A progress report on the development of the common course numbering system shall be made to the Joint Legislative Oversight Committee on Education by March 1, 1996.

Sec. 4. This act is effective upon ratification.

In the General Assembly read three times and ratified this the 19th day of June, 1995.

Dennis A. Wicker
President of the Senate

Harold J. Brubaker
Speaker of the House of Representatives

GENERAL ASSEMBLY OF NORTH CAROLINA
1995 SESSION
RATIFIED BILL

CHAPTER 625
SENATE BILL 1161

AN ACT TO IMPLEMENT THE RECOMMENDATION OF THE JOINT LEGISLATIVE EDUCATION
OVERSIGHT COMMITTEE TO IMPLEMENT AND MONITOR THE PLAN FOR THE TRANSFER OF
CREDITS BETWEEN NORTH CAROLINA INSTITUTIONS OF HIGHER EDUCATION.

Whereas, it is in the public interest that the North Carolina institutions of higher education have a uniform procedure for the transfer of credits from one community college to another community college and from the community colleges to the constituent institutions of The University of North Carolina; and

Whereas, the Board of Governors of The University of North Carolina and the State Board of Community Colleges have developed a plan for the transfer of credits between the North Carolina institutions of higher education; and

Whereas, the General Assembly continues to be interested in the progress being made towards increasing the number of credits that will transfer and improving the quality of academic advising available to students regarding the transfer of credits; Now, therefore,

Section 1. The Board of Governors of The University of North Carolina and the State Board of Community Colleges shall develop a plan to provide students with accurate and understandable information regarding the transfer of credits between community colleges and between community colleges and the constituent institutions of The University of North Carolina. The plan shall include provisions to increase the adequacy and availability of academic counseling for students who are considering a college transfer program. The Board of Governors and the State Board of Community Colleges shall report on the implementation of this plan to the General Assembly and the Joint Legislative Education Oversight Committee by January 15, 1997.

Sec. 2. The Board of Governors and the State Board of Community Colleges shall establish a timetable for the development of guidelines and transfer agreements for program majors, professional specializations, and associate in applied science degrees. The Board of Governors and the State Board of Community Colleges shall submit the timetable and report on its implementation to the General Assembly and the Joint Legislative Education Oversight Committee by January 15, 1997.

Sec. 3. The State Board of Community Colleges shall review its policies and rules and make any changes in them that are necessary to implement the plan for the transfer of credits, including policies and rules regarding the common course numbering system, Combined Course Library, reengineering initiative, and the system wide conversion to a semester-based academic year. The necessary changes shall be made in order to ensure full implementation by September 1, 1997.

Sec. 4. This act is effective upon ratification.

In the General Assembly read three times and ratified this the 21st day of June, 1996.

Dennis A. Wicker
President of the Senate

Harold J. Brubaker
Speaker of the House of Representatives

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2013

SESSION LAW 2013-72
HOUSE BILL 903

AN ACT TO REQUIRE ALL CONSTITUENT INSTITUTIONS OF THE UNIVERSITY OF NORTH CAROLINA TO FULLY ADHERE TO THE COMPREHENSIVE ARTICULATION AGREEMENT WITH THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM REGARDING THE TRANSFER OF COURSES AND ACADEMIC CREDITS BETWEEN THE TWO SYSTEMS AND THE ADMISSION OF TRANSFER STUDENTS AND TO DIRECT THE UNIVERSITY OF NORTH CAROLINA AND THE NORTH CAROLINA COMMUNITY COLLEGE SYSTEM TO REPORT BIANNUALLY REGARDING THE AGREEMENT TO THE JOINT LEGISLATIVE EDUCATION OVERSIGHT COMMITTEE.

The General Assembly of North Carolina enacts:

Section 1. G.S. 116-11 is amended by adding a new subdivision to read:

"(10c) The Board of Governors shall require each constituent institution to adhere fully to the Comprehensive Articulation Agreement between The University of North Carolina and the North Carolina Community College System that addresses the transfer of courses and academic credits between the two systems and the admission of transfer students. The Board of Governors shall further ensure that the agreement is applied consistently among the constituent institutions. The University of North Carolina and the North Carolina Community College System shall conduct biannual joint reviews of the Comprehensive Articulation Agreement to ensure that the agreement is fair, current, and relevant for all students and institutions and shall report their findings to the Joint Legislative Education Oversight Committee, including all revisions to the Comprehensive Articulation Agreement and reports of noncompliance by November 1 of each year. The University of North Carolina and the North Carolina Community College System shall also jointly develop an articulation agreement advising tool for students, parents, and faculty to simplify the course transfer and admissions process."

Section 2. This act is effective when it becomes law.

In the General Assembly read three times and ratified this the 5th day of June, 2013.

Daniel J. Forest
President of the Senate

Thom Tillis
Speaker of the House of Representatives

Pat McCrory
Governor

Appendix B

Purpose and History (1997-2014)

I. Purpose

The CAA was developed jointly by faculty and administrators of the North Carolina Community College System and The University of North Carolina based on the proposed transfer plan approved by both governing boards in February 1996.

The provisions of the originating legislation are consistent with the strategic directions adopted by The University of North Carolina Board of Governors, the first of which is to "expand access to higher education for both traditional and non-traditional students through...uniform policies for the transfer of credit from community colleges to constituent institutions...development of electronic information systems on transfer policies, off-campus instruction, and distance education...[and] increased collaboration with other education sectors...." Similarly, the State Board of Community Colleges has established the education continuum as one of seven critical success factors used to measure the performance of programs consistent with the workforce development mission of the North Carolina Community College System. College-level academic courses and programs have been a part of the mission and programming of the North Carolina Community College System from its inception in 1963.

The Board of Governors and the State Board of Community Colleges are committed to further simplifying the transfer of credits for students and thus facilitating their educational progress as they pursue associate or baccalaureate degrees within and among public post-secondary institutions in North Carolina.

II. History

The two Boards approved a "Proposed Plan to Further Simplify and Facilitate Transfer of Credit Between Institutions" at their meetings in February 1996. This plan was submitted as a preliminary report to the Joint Legislative Education Oversight Committee in March 1996. Since that time, significant steps have been taken toward implementation of the transfer plan. At their April 1996 meetings, the Boards appointed their respective sector representatives to the Transfer Advisory Committee to direct, coordinate, and monitor the implementation of the proposed transfer plan. The Transfer Advisory Committee membership is listed in Appendix D.

Basic to the work of the Transfer Advisory Committee in refining transfer policies and implementing the transfer plan has been the re-engineering project accomplished by the North Carolina Community College System, especially common course names, numbers, credits, and descriptions. The Community College Combined Course Library includes approximately 3,800 semester-credit courses written for the associate degree, diploma, and certificate programs offered in the system. Colleges select courses from the Combined Course Library to design all curriculum programs.

Of approximately 700 arts and sciences courses within the Combined Course Library, the faculty and administrators of the community colleges recommended approximately 170 courses as appropriate for the general education transfer core. The Transfer Advisory Committee then convened a meeting on May 28, 1996, at which six University of North Carolina faculty in each of ten general education discipline areas met with six of their professional counterparts from the community colleges. Through a very useful and collegial dialog, these committees were able to reach consensus on which community college courses in each discipline were acceptable for transfer to University of North Carolina

institutions as a part of the general education core. This list of courses was distributed to all University of North Carolina and community college institutions for their review and comments. Considering the recommendations of the general education discipline committees and the comments from the campuses, the Transfer Advisory Committee established the list of courses that constitutes the general education transfer core. This general education core, if completed successfully by a community college student, is portable and transferable as a block across the community college system and to all University of North Carolina institutions.

With the establishment of the general education core as a foundation, joint academic disciplinary committees were appointed to draw up guidelines for community college curricula that will prepare students for intended majors at University of North Carolina institutions. Each committee consisted of representatives from each UNC institution offering such major programs and eight to ten representatives from community colleges. The Transfer Advisory Committee distributed the pre-majors recommended by the faculty committees to all University of North Carolina and community college institutions for their review and comments. Considering the faculty committee recommendations and the campus comments, the Transfer Advisory Committee established pre-majors which have significant numbers of transfers from the community colleges to the University of North Carolina institutions.

The special circumstances surrounding transfer agreements for associate in applied science programs, which are not designed for transfer, require bilateral rather than statewide articulation. Special circumstances include the different accreditation criteria for faculty in transfer and non-transfer programs, the different general education requirements for transfer and non-transfer programs, and the workforce preparedness mission of the technical/community college AAS programs.

A major element in the proposed transfer plan adopted by the two boards in February 1996 is the transfer information system. Simultaneously with the work being done on the general education and professional specialization (major) components of the transfer curriculum, the joint committee on the transfer information system laid out a plan, approved by the Boards of The University of North Carolina and the North Carolina Community College System, "to provide students with accurate and understandable information regarding the transfer of credits...[and] to increase the adequacy and availability of academic counseling for students who are considering a college transfer program." In addition to the printed publications currently being distributed to students, transfer counselors, admissions directors, and others, an electronic information network provides (1) electronic access to the articulation database which will include current transfer policies, guidelines, and on-line catalogs for public post-secondary institutions; (2) computerized common application forms, which can be completed and transmitted electronically along with transcripts and other education records; and (3) an electronic mail network for transfer counselors and prospective transfer students. Access to the e-mail network is available in the transfer counselors' offices and other selected sites on campuses.

The final element of the transfer information system is the Transfer Student Academic Performance Report. This report, recently refined with suggestions from community college administrators, is sent annually to each community college and to the State Board of Community Colleges. These data permit the rational analysis of transfer issues and are beneficial to students and to educational and governmental decision-makers. This performance report provides the important assessment component necessary for evaluating and improving the transfer process.

Appendix C

Transfer Advisory Committee Procedures

Articulation between the North Carolina Community College System and The University of North Carolina is a dynamic process. To ensure the currency of the Comprehensive Articulation Agreement (CAA), occasional modifications to the CAA may be necessary. These modifications may include the addition, deletion, and revision of courses on the transfer list, development and/or revision of pre-majors, and changes in course designation (i.e. additions to UGETC list or changing a course from general education to elective). The TAC will receive requests for modification only upon the recommendation of the chief academic officer of the NCCCS or UNC. Additions, deletions, and modifications may be subject to faculty review under the direction of the TAC. Because the modification process involves faculty and administrative review, this process may require up to 12 months for final action.

Additions to the Universal General Education Transfer Component

Courses currently included on the approved transfer course list may be considered for inclusion as a Universal General Education Transfer Component (UGETC) course through the following procedures:

1. The Chief Academic Officer (CAO) of any subscribing institution submits a written request for a change in course status to the CAO of the respective system. The request should include the rationale for the revised status.
2. The system CAO then submits the request to the Director of Transfer Articulation at UNC General Administration.
3. The Director of Transfer Articulation will send the request to the Chief Academic Officers of the universities. If all the universities approve of the addition, the recommendation will be sent to the TAC and the CAOs of the two systems.
4. If all universities do not approve the request, the Director of Transfer Articulation may assemble a discipline team comprised of university and community college faculty to see if the course can be revised in a manner that will be acceptable for inclusion in the UGETC. If so, the revised course will be sent to the university CAOs for consideration.
5. If all the universities approve of the addition of the revised course, the recommendation will be sent to the TAC and the CAOs of the two systems. If the addition request is not approved by the universities, this will be submitted to the TAC and the CAOs of the two systems for information.
6. After the TAC has taken action on the request, the North Carolina Community College System Office will distribute notification of action taken to the requesting college or to the entire North Carolina Community College System, if applicable. The UNC General Administration will distribute notice of actions as appropriate to its campuses.

Addition of Courses to the Transfer List

Courses in the Combined Course Library that are not on the CAA transfer list may be recommended for inclusion by a participating institution through the following process:

1. For community colleges, the CAO of the college submits a written request for inclusion on the transfer list either as a general education, a pre-major or elective course to the CAO of one of the UNC institutions. If the university will accept the course, and believes it should be recommended for statewide consideration, the CAO will endorse the request, indicating the transfer designation (General Education, Pre-major, or Elective) and forward it to the Director of Transfer Articulation and the CAOs of the two systems.
2. For universities, the CAO of the university will partner with the CAO of a community college and send the request to the Director of Transfer Articulation and the CAOs of the two systems.
3. The NCCCS Office will solicit a response from all community colleges approved to offer the course, and a two-thirds favorable response is required for the change to be pursued. The CAO at UNC may seek input from its respective campuses as he/she deems appropriate.
4. The CAO of either system may submit the request for action to the TAC a minimum of thirty days prior to the next TAC meeting.
5. The TAC reviews the request. Any member of the TAC may request that a course be referred to the Faculty Review Committee. For all courses that are approved, the committee records their action and rationale of action.
6. The NCCCS Office will distribute notification of action taken to the requesting college or to the entire North Carolina Community College System, if applicable. The UNC General Administration will distribute notice of actions as appropriate to its campuses.

Deletion of a Course from the Transfer List

The CAO of any participating community college or university may request that a course be removed from the CAA transfer list by following similar procedures as outlined in items 1-6 in the *Addition of Courses to the Transfer List* above.

The NCCCS Office will review and recommend annually to the TAC courses on the CAA transfer list that are not taught at any community college for at least two years to be considered for removal from the transfer list.

Change in the CAA Designation of a Course

The CAO of any participating community college or university may request a change in the designation of a course in the CAA (i.e.: Elective to General Education or Pre-Major) by sending the request and rationale to the CAOs of the two systems. Either of the system CAOs may submit the request to the TAC for action.

The Faculty Review Process

Any member of the TAC may request that a course under consideration be forwarded to the Faculty Review Committee. The Faculty Review Committee will be asked to review the course and the proposed action.

1. The Faculty Review Committee will consist of the following representatives:
 - a. 3 UNC faculty members
 - b. 3 NCCCS faculty members
2. Appointments to the committee will be for three years but may be renewed.
3. The Faculty Review Committee will receive a request to review a course(s) from the assigned representative(s) of the TAC within one week of the TAC meeting where the request was made.
4. Faculty will be asked to forward their comments, suggestions, and recommendations to one faculty representative from each sector. These three faculty members will then forward a composite report and recommendation to the assigned representative(s) of the TAC prior to the next scheduled TAC meeting.

The assigned representative(s) of the TAC will report the results of the Faculty Review Committee at the next TAC scheduled meeting for action.

Approval of the requested action will require a majority of the TAC members

Appendix D
Transfer Advisory Committee

NCCCS Members

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Appendix E
Comprehensive Articulation Agreement Transfer Credit Appeal Procedure
University of North Carolina/North Carolina Community College System

Guiding Principle: If a student from a North Carolina Community College System (NCCCS) college believes the terms of the Comprehensive Articulation Agreement (CAA) have not been honored by a University of North Carolina (UNC) institution to which the student has been admitted, the student may invoke the CAA Transfer Credit Appeal Procedure.

Steps in Filing an Appeal

Step #1:

- **By the last day of classes of the first semester for which admission is offered**, the student must submit a CAA Transfer Credit Appeal Form along with any supporting documentation to the director of admission at the UNC campus to which the student has been admitted. Students first enrolling at the senior institution in a summer session must submit their appeal by the end of the subsequent fall semester.
- **The student must specify on the appeal form the specific CAA language that is in contention. Appeals that lack this information will not be considered.**
- The Director of Admission will review the appeal and respond in writing (email or letter) to the student within 15 business days.

Step #2:

- If the student is not satisfied with the decision of the Director of Admission, he/she may appeal on the same form to the **Chief Academic Officer (Provost)** of the University within 15 days of written notice of the director's decision.
- The Provost will review the appeal and respond in writing (email or letter) to the student within 15 business days of receiving the student's appeal.

Step #3

- If the student is not satisfied with the decision of the Provost, he/she may appeal to the Transfer Advisory Committee (TAC) subcommittee, composed of the Co-chairs, a representative from the UNC General Administration, and a representative from the NCCCS. The student must submit the appeal to the subcommittee within 15 days of the receipt of the Provost's decision. The appeal to the TAC subcommittee should be
- sent to:

UNC-GA Transfer Advisory Committee Member
CAA Appeal, PO Box 2688, Chapel Hill, NC 27515

If a consensus is reached by the subcommittee, the student will be notified within 15 business days; if a consensus resolution is not reached, the appeal will be forwarded by the subcommittee to the full TAC within 10 business days. The TAC will review the appeal and notify the student of the final decision within 10 business days of receiving the appeal.

Comprehensive Articulation Agreement

Transfer Credit Appeal Procedure

University of North Carolina/North Carolina Community College System

Section 1: Student Information *(to be completed by the student submitting the form)*

- The completed form and any supporting documentation **must be submitted to the UNC institution's Director of Admission by the last day of classes of the first semester for which admission is offered.**
- You must specify the nature of the appeal and cite the specific CAA language that is in contention. Appeals that do not include this information cannot be considered.

Last Name: _____ First: _____ MI: _____
(Please print or type)

Address: _____
(Number and Street) (City) (State) (Zip)

Telephone: _____ Email: _____
(Area code/Number)

Last NC Community College Attended: _____

UNC institution offering admission: _____ beginning (semester/yr) _____

Section 2: Basis for your appeal

- State your concern(s), citing specific language in the CAA that is applicable to your contention. Attach supporting documents.
- The CAA may be found at the North Carolina Community Colleges System website: http://www.nccommunitycolleges.edu/Programs/comprehensive_a_a.htm.

Student Signature: _____ Date: _____

Appendix F

Associate in Arts and Associate in Science Curriculum Standards

Associate in Arts (A10100) Curriculum Standard

The Associate in Arts degree shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit (SHC) of college transfer courses. Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and basic computer use.

Courses are approved for transfer through the Comprehensive Articulation Agreement (CAA). The CAA enables North Carolina community college graduates of two-year associate in arts programs who are admitted to constituent institutions of The University of North Carolina to transfer with junior status.

Community college graduates must obtain a grade of "C" or better in each course and an overall GPA of at least 2.0 on a 4.0 scale in order to transfer with a junior status. Courses may also transfer through bilateral agreements between institutions.

GENERAL EDUCATION (45 SHC)

The general education common course pathway includes study in the areas of English composition; humanities and fine arts; social and behavioral sciences; natural sciences and mathematics.

UNIVERSAL GENERAL EDUCATION TRANSFER COMPONENT

(All Universal General Education Transfer Component courses will transfer for equivalency credit.)

English Composition (6 SHC)

The following two English composition courses are required.

ENG 111	Writing & Inquiry	(3 SHC)
ENG 112	Writing/Research in the Disciplines	(3 SHC)

Select three courses from the following from at least two different disciplines (9 SHC)

Communications

COM 231	Public Speaking	(3 SHC)
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Humanities/Fine Arts

ART 111	Art Appreciation	(3 SHC)
ART 114	Art History Survey I	(3 SHC)
ART 115	Art History Survey II	(3 SHC)
ENG 231	American Literature I	(3 SHC)
ENG 232	American Literature II	(3 SHC)
MUS 110	Music Appreciation	(3 SHC)
MUS 112	Introduction to Jazz	(3 SHC)
PHI 215	Philosophical Issues	(3 SHC)
PHI 240	Introduction to Ethics	(3 SHC)

Select three courses from the following from at least two different disciplines:

ECO 251	Principles of Microeconomics	(3 SHC)
ECO 252	Principles of Macroeconomics	(3 SHC)
HIS 111	World Civilizations I	(3 SHC)
HIS 112	World Civilizations II	(3 SHC)
HIS 131	American History I	(3 SHC)
HIS 132	American History II	(3 SHC)
POL 120	American Government	(3 SHC)
PSY 150	General Psychology	(3 SHC)
SOC 210	Introduction to Sociology	(3 SHC)

Math (3-4 SHC)

Select one course from the following:

MAT 143	Quantitative Literacy	(3 SHC)
MAT 152	Statistical Methods I	(4 SHC)
MAT 171	Pre-calculus Algebra	(4 SHC)

Natural Sciences (4 SHC)

Select 4 SHC from the following course(s):

- AST 111 Descriptive Astronomy (3 SHC) *and* AST 111A Descriptive Astronomy Lab (1SHC)
- AST 151 General Astronomy I (3 SHC) *and* AST 151A General Astronomy Lab I (1SHC)
- BIO 110 Principles of Biology (4 SHC)
- BIO 111 General Biology I (4 SHC)
- CHM 151 General Chemistry I (4 SHC)
- GEL 111 Introductory Geology (4 SHC)
- PHY 110 Conceptual Physics (3 SHC) *and* PHY 110A Conceptual Physics Lab (1 SHC)

ADDITIONAL GENERAL EDUCATION HOURS (13-14 SHC)

An additional 13-14 SHC of courses should be selected from courses classified as general education within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.

Total General Education Hours Required: 45

OTHER REQUIRED HOURS (15 SHC)

Academic Transition (1 SHC)

The following course is required:

- ACA 122 College Transfer Success (1 SHC)

An additional 14 SHC of courses should be selected from courses classified as pre-major, elective or general education courses within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.

****One semester hour of credit may be included in a 61 SHC associate in arts program of study. The transfer of this hour is not guaranteed.***

Total Semester Hours Credit (SHC) in Program: 60-61*

Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the senior institution.

**Associate in Science (A10400)
Curriculum Standard**

The Associate in Science degree shall be granted for a planned program of study consisting of a minimum of 60 semester hours of credit (SHC) of college transfer courses. Within the degree program, the institution shall include opportunities for the achievement of competence in reading, writing, oral communication, fundamental mathematical skills, and the basic computer use.

Courses are approved for transfer through the Comprehensive Articulation Agreement (CAA). The CAA enables North Carolina community college graduates of two-year associate in science programs who are admitted to constituent institutions of The University of North Carolina to transfer with junior status.

Community college graduates must obtain a grade of "C" or better in each course and an overall GPA of at least 2.0 on a 4.0 scale in order to transfer with a junior status. Courses may also transfer through bilateral agreements between institutions.

GENERAL EDUCATION (45 SHC)	
The general education common course pathway includes study in the areas of English composition; humanities and fine arts; social and behavioral sciences; natural sciences and mathematics.	
UNIVERSAL GENERAL EDUCATION TRANSFER COMPONENT	
<i>(All Universal General Education Transfer Component courses will transfer for equivalency credit.)</i>	
English Composition (6 SHC)	
<i>The following two English composition courses are required.</i>	
ENG 111	Writing & Inquiry (3 SHC)
ENG 112	Writing/Research in the Disciplines (3 SHC)
<i>Select two courses from the following from at least two different disciplines (6 SHC)</i>	
Communications	
COM 231	Public Speaking (3 SHC)
Humanities/Fine Arts	
ART 111	Art Appreciation (3 SHC)
ART 114	Art History Survey I (3 SHC)
ART 115	Art History Survey II (3 SHC)
ENG 231	American Literature I (3 SHC)
ENG 232	American Literature II (3 SHC)
MUS 110	Music Appreciation (3 SHC)
MUS 112	Introduction to Jazz (3 SHC)
PHI 215	Philosophical Issues (3 SHC)
PHI 240	Introduction to Ethics (3 SHC)
Social/Behavioral Sciences (6 SHC)	
<i>Select two courses from the following from at least two different disciplines:</i>	
ECO 251	Principles of Microeconomics (3 SHC)
ECO 252	Principles of Macroeconomics (3 SHC)
HIS 111	World Civilizations I (3 SHC)
HIS 112	World Civilizations II (3 SHC)
HIS 131	American History I (3 SHC)
HIS 132	American History II (3 SHC)
POL 120	American Government (3 SHC)
PSY 150	General Psychology (3 SHC)
SOC 210	Introduction to Sociology (3 SHC)
Math (8 SHC)	
<i>Select two courses from the following:</i>	

MAT 171 Precalculus Algebra	(4 SHC)
MAT 172 Pre-calculus Trigonometry	(4 SHC)
MAT 263 Brief Calculus	(4 SHC)
MAT 271 Calculus I	(4 SHC)

Natural Sciences (8 SHC)

Select 8 SHC from the following course(s):

- AST 151 General Astronomy I (3 SHC) *and* AST 151A General Astronomy Lab I (1SHC)
- BIO 110 Principles of Biology (4 SHC)
- BIO 111 General Biology I (4 SHC) *and* BIO 112 General Biology II (4 SHC)
- CHM 151 General Chemistry I (4 SHC) *and* CHM 152 General Chemistry II (4 SHC)
- GEL 111 Introductory Geology (4 SHC)
- PHY 110 Conceptual Physics (3 SHC) *and* PHY 110A Conceptual Physics Lab (1 SHC)
- PHY 151 College Physics I (4 SHC) *and* PHY 152 College Physics II (4 SHC)
- PHY 251 General Physics I (4 SHC) *and* PHY 252 General Physics II (4 SHC)

ADDITIONAL GENERAL EDUCATION HOURS (11 SHC)

An additional 11 SHC of courses should be selected from courses classified as general education within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.

Total General Education Hours Required: 45

OTHER REQUIRED HOURS (15 SHC)

Academic Transition (1 SHC)

The following course is required:

ACA 122 College Transfer Success	(1 SHC)
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An additional 14 SHC of courses should be selected from courses classified as pre-major, elective or general education courses within the Comprehensive Articulation Agreement. Students should select these courses based on their intended major and transfer university.

****One semester hour of credit may be included in a 61 SHC associate in science program of study. The transfer of this hour is not guaranteed.***

Total Semester Hours Credit (SHC) in Program: 60-61*

Students must meet the receiving university's foreign language and/or health and physical education requirements, if applicable, prior to or after transfer to the senior institution

APPENDIX G
COMPREHENSIVE ARTICULATION AGREEMENT
Transfer Course List

Effective Fall 2014

UGETC - Indicates a Universal General Education Transfer Component Course

<u>Community College Course</u>	<u>Transfer Designation</u>
ACA 122 College Transfer Success	AA/AS Required Course
ACC 120 Prin of Financial Accounting	Pre-Major/Elective
ACC 121 Prin of Managerial Accounting	Pre-Major/Elective
ANT 210 General Anthropology	GEN ED: Social/Behavioral Science
ANT 220 Cultural Anthropology	GEN ED: Social/Behavioral Science
ANT 221 Comparative Cultures	GEN ED: Social/Behavioral Science
ANT 240 Archaeology	GEN ED: Social/Behavioral Science
ANT 240A Archaeology Field Lab	Pre-Major/Elective
ANT 245 World Prehistory	Pre-Major/Elective
ARA 111 Elementary Arabic I	GEN ED: Humanities/Fine Arts
ARA 112 Elementary Arabic II	GEN ED: Humanities/Fine Arts
ARA 181 Arabic Lab I	Pre-Major/Elective
ARA 182 Arabic Lab II	Pre-Major/Elective
ARA 211 Intermediate Arabic I	GEN ED: Humanities/Fine Arts
ARA 212 Intermediate Arabic II	GEN ED: Humanities/Fine Arts
ART 111 Art Appreciation	UGETC: Humanities/Fine Arts – AA/AS
ART 113 Art Methods and Materials	Pre-Major/Elective
ART 114 Art History Survey I	UGETC: Humanities/Fine Arts – AA/AS
ART 115 Art History Survey II	UGETC: Humanities/Fine Arts – AA/AS
ART 116 Survey of American Art	GEN ED: Humanities/Fine Arts
ART 117 Non-Western Art History	GEN ED: Humanities/Fine Arts
ART 118 Art by Women	Pre-Major/Elective
ART 121 Two Dimensional Design	Pre-Major/Elective
ART 122 Three Dimensional Design	Pre-Major/Elective
ART 130 Basic Drawing	Pre-Major/Elective
ART 131 Drawing I	Pre-Major/Elective
ART 132 Drawing II	Pre-Major/Elective
ART 135 Figure Drawing I	Pre-Major/Elective
ART 140 Basic Painting	Pre-Major/Elective
ART 171 Computer Art I	Pre-Major/Elective
ART 212 Gallery Assistantship I	Pre-Major/Elective
ART 213 Gallery Assistantship II	Pre-Major/Elective
ART 214 Portfolio and Resume	Pre-Major/Elective
ART 222 Wood Design I	Pre-Major/Elective
ART 231 Printmaking I	Pre-Major/Elective
ART 232 Printmaking II	Pre-Major/Elective
ART 235 Figure Drawing II	Pre-Major/Elective
ART 240 Painting I	Pre-Major/Elective

ART 241	Painting II	Pre-Major/Elective
ART 242	Landscape Painting	Pre-Major/Elective
ART 243	Portrait Painting	Pre-Major/Elective
ART 244	Watercolor	Pre-Major/Elective
ART 245	Metals I	Pre-Major/Elective
ART 246	Metals II	Pre-Major/Elective
ART 247	Jewelry I	Pre-Major/Elective
ART 248	Jewelry II	Pre-Major/Elective
ART 250	Surface Design: Textiles	Pre-Major/Elective
ART 251	Weaving I	Pre-Major/Elective
ART 252	Weaving II	Pre-Major/Elective
ART 260	Photography Appreciation	Pre-Major/Elective
ART 261	Photography I	Pre-Major/Elective
ART 262	Photography II	Pre-Major/Elective
ART 264	Digital Photography I	Pre-Major/Elective
ART 265	Digital Photography II	Pre-Major/Elective
ART 266	Videography I	Pre-Major/Elective
ART 267	Videography II	Pre-Major/Elective
ART 271	Computer Art II	Pre-Major/Elective
ART 275	Intro to Commercial Art	Pre-Major/Elective
ART 281	Sculpture I	Pre-Major/Elective
ART 282	Sculpture II	Pre-Major/Elective
ART 283	Ceramics I	Pre-Major/Elective
ART 284	Ceramics II	Pre-Major/Elective
ART 285	Ceramics III	Pre-Major/Elective
ART 286	Ceramics IV	Pre-Major/Elective
ART 288	Studio	Pre-Major/Elective
ASL 111	Elementary ASL I	GEN ED: Humanities/Fine Arts
ASL 112	Elementary ASL II	GEN ED: Humanities/Fine Arts
ASL 181	ASL Lab 1	Pre-Major/Elective
ASL 182	ASL Lab 2	Pre-Major/Elective
ASL 211	Intermediate ASL I	GEN ED: Humanities/Fine Arts
ASL 212	Intermediate ASL II	GEN ED: Humanities/Fine Arts
ASL 281	ASL Lab 3	Pre-Major/Elective
ASL 282	ASL Lab 4	Pre-Major/Elective
AST 111	Descriptive Astronomy	UGETC: Natural Sciences – AA
AST 111A	Descriptive Astronomy Lab	UGETC: Natural Sciences – AA
AST 151	General Astronomy I	UGETC: Natural Sciences – AA/AS
AST 151A	General Astronomy I Lab	UGETC: Natural Sciences – AA/AS
AST 152	General Astronomy II	GEN ED: Natural Science
AST 152A	General Astronomy II Lab	GEN ED: Natural Science
AST 251	Observational Astronomy	Pre-Major/Elective
BIO 110	Principles of Biology	UGETC: Natural Sciences – AA/AS
BIO 111	General Biology I	UGETC: Natural Sciences – AA/AS
BIO 112	General Biology II	UGETC: Natural Sciences – AS
BIO 120	Introductory Botany	GEN ED: Natural Science
BIO 130	Introductory Zoology	GEN ED: Natural Science
BIO 140	Environmental Biology	GEN ED: Natural Science
BIO 140A	Environmental Biology Lab	GEN ED: Natural Science

BIO 143	Field Biology Minicourse	Pre-Major/Elective
BIO 145	Ecology	Pre-Major/Elective
BIO 146	Regional Natural History	Pre-Major/Elective
BIO 150	Genetics in Human Affairs	Pre-Major/Elective
BIO 155	Nutrition	Pre-Major/Elective
BIO 163	Basic Anat & Physiology	Pre-Major/Elective
BIO 165	Anatomy and Physiology I	Pre-Major/Elective
BIO 166	Anatomy and Physiology II	Pre-Major/Elective
BIO 168	Anatomy and Physiology I	Pre-Major/Elective
BIO 169	Anatomy and Physiology II	Pre-Major/Elective
BIO 175	General Microbiology	Pre-Major/Elective
BIO 180	Biological Chemistry	Pre-Major/Elective
BIO 224	Local Flora Spring	Pre-Major/Elective
BIO 230	Entomology	Pre-Major/Elective
BIO 242	Natural Resource Conservation	Pre-Major/Elective
BIO 243	Marine Biology	Pre-Major/Elective
BIO 250	Genetics	Pre-Major/Elective
BIO 265	Cell Biology	Pre-Major/Elective
BIO 271	Pathophysiology	Pre-Major/Elective
BIO 275	Microbiology	Pre-Major/Elective
BIO 280	Biotechnology	Pre-Major/Elective
BUS 110	Introduction to Business	Pre-Major/Elective
BUS 115	Business Law I	Pre-Major/Elective
BUS 137	Principles of Management	Pre-Major/Elective
BUS 228	Business Statistics	Pre-Major/Elective
CHI 111	Elementary Chinese I	GEN ED: Humanities/Fine Arts
CHI 112	Elementary Chinese II	GEN ED: Humanities/Fine Arts
CHI 181	Chinese Lab I	Pre-Major/Elective
CHI 182	Chinese Lab II	Pre-Major/Elective
CHI 211	Intermediate Chinese I	GEN ED: Humanities/Fine Arts
CHI 212	Intermediate Chinese II	GEN ED: Humanities/Fine Arts
CHM 115	Concepts in Chemistry	Pre-Major/Elective
CHM 115A	Concepts in Chemistry Lab	Pre-Major/Elective
CHM 130	Gen, Org, & Biochemistry	Pre-Major/Elective
CHM 130A	Gen, Org, & Biochemistry Lab	Pre-Major/Elective
CHM 131	Introduction to Chemistry	GEN ED: Natural Science
CHM 131A	Introduction to Chemistry Lab	GEN ED: Natural Science
CHM 132	Organic and Biochemistry	GEN ED: Natural Science
CHM 135	Survey of Chemistry I	GEN ED: Natural Science
CHM 136	Survey of Chemistry II	GEN ED: Natural Science
CHM 151	General Chemistry I	UGETC: Natural Sciences – AA/AS
CHM 152	General Chemistry II	UGETC: Natural Sciences – AS
CHM 251	Organic Chemistry I	Pre-Major/Elective
CHM 252	Organic Chemistry II	Pre-Major/Elective
CHM 263	Analytical Chemistry	Pre-Major/Elective
CHM 271	Biochemical Principles	Pre-Major/Elective
CHM 271A	Biochemical Principles Lab	Pre-Major/Elective
CIS 110	Intro to Computers	GEN ED: Mathematics
CIS 115	Intro to Prog & Logic	GEN ED: Mathematics

CJC 111	Intro to Criminal Justice	Pre-Major/Elective
CJC 121	Law Enforcement Operations	Pre-Major/Elective
CJC 141	Corrections	Pre-Major/Elective
COM 110	Introduction to Communication	GEN ED: Communications
COM 111	Voice and Diction I	Pre-Major/Elective
COM 120	Intro Interpersonal Com	GEN ED: Communications
COM 130	Nonverbal Communication	Pre-Major/Elective
COM 140	Intro Intercultural Com	GEN ED: Communication
COM 150	Intro. to Mass Communication	Pre-Major/Elective
COM 160	Small Group Communication	Pre-Major/Elective
COM 231	Public Speaking	UGETC: Communications – AA/AS
COM 251	Debate I	Pre-Major/Elective
CSC 120	Computing Fundamentals I	Pre-Major/Elective
CSC 130	Computing Fundamentals II	Pre-Major/Elective
CSC 134	C++ Programming	Pre-Major/Elective
CSC 139	Visual BASIC Prog	Pre-Major/Elective
CSC 151	JAVA Programming	Pre-Major/Elective
CSC 239	Adv Visual BASIC Prog	Pre-Major/Elective
CTS 115	Info Sys Business Concept	Pre-Major/Elective
DAN 110	Dance Appreciation	GEN ED: Humanities/Fine Arts
DFT 170	Engineering Graphics	Pre-Major/Elective
DRA 111	Theatre Appreciation	GEN ED: Humanities/Fine Arts
DRA 112	Literature of the Theatre	GEN ED: Humanities/Fine Arts
DRA 115	Theatre Criticism	GEN ED: Humanities/Fine Arts
DRA 120	Voice for Performance	Pre-Major/Elective
DRA 122	Oral Interpretation	GEN ED: Humanities/Fine Arts
DRA 124	Readers Theatre	Pre-Major/Elective
DRA 126	Storytelling	GEN ED: Humanities/Fine Arts
DRA 128	Children's Theatre	Pre-Major/Elective
DRA 130	Acting I	Pre-Major/Elective
DRA 131	Acting II	Pre-Major/Elective
DRA 132	Stage Movement	Pre-Major/Elective
DRA 135	Acting for the Camera I	Pre-Major/Elective
DRA 136	Acting for the Camera II	Pre-Major/Elective
DRA 140	Stagecraft I	Pre-Major/Elective
DRA 141	Stagecraft II	Pre-Major/Elective
DRA 142	Costuming	Pre-Major/Elective
DRA 145	Stage Make-up	Pre-Major/Elective
DRA 170	Play Production I	Pre-Major/Elective
DRA 171	Play Production II	Pre-Major/Elective
DRA 175	Teleplay Production I	Pre-Major/Elective
DRA 211	Theatre History I	GEN ED: Humanities/Fine Arts
DRA 212	Theatre History II	GEN ED: Humanities/Fine Arts
DRA 230	Acting III	Pre-Major/Elective
DRA 231	Acting IV	Pre-Major/Elective
DRA 240	Lighting for the Theatre	Pre-Major/Elective

DRA 260	Directing	Pre-Major/Elective
DRA 270	Play Production III	Pre-Major/Elective
DRA 271	Play Production IV	Pre-Major/Elective
ECO 151	Survey of Economics	GEN ED: Social and Behavioral Science
ECO 251	Prin of Microeconomics	UGETC: Social/Behavioral Sci – AA/AS
ECO 252	Prin of Macroeconomics	UGETC: Social/Behavioral Sci – AA/AS
EDU 216	Foundations in Education	Pre-Major/Elective
EDU 221	Children with Exceptional	Pre-Major/Elective
EGR 120	Eng and Design Graphics	Pre-Major/Elective
EGR 150	Intro to Engineering	Pre-Major/Elective
EGR 210	Intro to Elect/Com Eng Lab	Pre-Major/Elective
EGR 212	Logic System Design I	Pre-Major/Elective
EGR 215	Network Theory I	Pre-Major/Elective
EGR 216	Logic and Networks Lab I	Pre-Major/Elective
EGR 220	Engineering Statics	Pre-Major/Elective
EGR 225	Engineering Dynamics	Pre-Major/Elective
EGR 228	Intro to Solid Mechanics	Pre-Major/Elective
ENG 111	Writing & Inquiry	UGETC: English Comp - AA & AS
ENG 112	Writing/Research in the Disciplines	UGETC: English Comp - AA & AS
ENG 113	Literature-Based Research	GEN ED: English Composition
ENG 114	Prof Research and Reporting	GEN ED: English Composition
ENG 125	Creative Writing I	Pre-Major/Elective
ENG 126	Creative Writing II	Pre-Major/Elective
ENG 131	Introduction to Literature	GEN ED: Humanities/Fine Arts
ENG 132	Introduction to Drama	Pre-Major/Elective
ENG 134	Introduction to Poetry	Pre-Major/Elective
ENG 231	American Literature I	UGETC: Humanities/Fine Arts – AA/AS
ENG 232	American Literature II	UGETC: Humanities/Fine Arts – AA/AS
ENG 233	Major American Writers	GEN ED: Humanities/Fine Arts
ENG 235	Survey of Film as Literature	Pre-Major/Elective
ENG 241	British Literature I	GEN ED: Humanities/Fine Arts
ENG 242	British Literature II	GEN ED: Humanities/Fine Arts
ENG 243	Major British Writers	GEN ED: Humanities/Fine Arts
ENG 251	Western World Literature I	GEN ED: Humanities/Fine Arts
ENG 252	Western World Literature II	GEN ED: Humanities/Fine Arts
ENG 253	The Bible as Literature	Pre-Major/Elective
ENG 261	World Literature I	GEN ED: Humanities/Fine Arts
ENG 262	World Literature II	GEN ED: Humanities/Fine Arts
ENG 271	Contemporary Literature	Pre-Major/Elective
ENG 272	Southern Literature	Pre-Major/Elective
ENG 273	African-American Literature	Pre-Major/Elective
ENG 274	Literature by Women	Pre-Major/Elective
ENG 275	Science Fiction	Pre-Major/Elective
FRE 111	Elementary French I	GEN ED: Humanities/Fine Arts
FRE 112	Elementary French II	GEN ED: Humanities/Fine Arts
FRE 141	Culture and Civilization	Pre-Major/Elective
FRE 151	Francophone Literature	Pre-Major/Elective
FRE 161	Cultural Immersion	Pre-Major/Elective

FRE 181	French Lab 1	Pre-Major/Elective
FRE 182	French Lab 2	Pre-Major/Elective
FRE 211	Intermediate French I	GEN ED: Humanities/Fine Arts
FRE 212	Intermediate French II	GEN ED: Humanities/Fine Arts
FRE 221	French Conversation	Pre-Major/Elective
FRE 231	Reading and Composition	Pre-Major/Elective
FRE 281	French Lab 3	Pre-Major/Elective
FRE 282	French Lab 4	Pre-Major/Elective
GEL 111	Introductory Geology	UGETC: Natural Sciences – AA/AS
GEL 113	Historical Geology	GEN ED: Natural Science
GEL 120	Physical Geology	GEN ED: Natural Science
GEL 230	Environmental Geology	GEN ED: Natural Science
GEO 110	Introduction to Geography	Pre-Major/Elective
GEO 111	World Regional Geography	GEN ED: Social/Behavioral Science
GEO 112	Cultural Geography	GEN ED: Social/Behavioral Science
GEO 130	General Physical Geography	GEN ED: Social/Behavioral Science
GEO 131	Physical Geography I	Pre-Major/Elective
GER 111	Elementary German I	GEN ED: Humanities/Fine Arts
GER 112	Elementary German II	GEN ED: Humanities/Fine Arts
GER 141	Culture and Civilization	Pre-Major/Elective
GER 161	Cultural Immersion	Pre-Major/Elective
GER 181	German Lab 1	Pre-Major/Elective
GER 182	German Lab 2	Pre-Major/Elective
GER 211	Intermediate German I	GEN ED: Humanities/Fine Arts
GER 212	Intermediate German II	GEN ED: Humanities/Fine Arts
GER 221	German Conversation	Pre-Major/Elective
GER 231	Reading and Composition	Pre-Major/Elective
GER 281	German Lab 3	Pre-Major/Elective
GER 282	German Lab 4	Pre-Major/Elective
GIS 111	Introduction to GIS	Pre-Major/Elective
HEA 110	Personal Health/Wellness	Pre-Major/Elective
HEA 112	First Aid & CPR	Pre-Major/Elective
HEA 120	Community Health	Pre-Major/Elective
HIS 111	World Civilizations I	UGETC: Social/Behavioral Sci.– AA/AS
HIS 112	World Civilizations II	UGETC: Social/Behavioral Sci.– AA/AS
HIS 115	Intro to Global History	GEN ED: Social/Behavioral Science
HIS 116	Current World Problems	Pre-Major/Elective
HIS 121	Western Civilization I	GEN ED: Social/Behavioral Science
HIS 122	Western Civilization II	GEN ED: Social/Behavioral Science
HIS 131	American History I	UGETC: Social/Behavioral Sci.– AA/AS
HIS 132	American History II	UGETC: Social/Behavioral Sci.– AA/AS
HIS 141	Genealogy & Local History	Pre-Major/Elective
HIS 145	The Second World War	Pre-Major/Elective
HIS 151	Hispanic Civilization	Pre-Major/Elective
HIS 162	Women and History	Pre-Major/Elective
HIS 163	The World Since 1945	Pre-Major/Elective
HIS 165	Twentieth-Century World	Pre-Major/Elective

HIS 167	The Vietnam War	Pre-Major/Elective
HIS 211	Ancient History	Pre-Major/Elective
HIS 212	Medieval History	Pre-Major/Elective
HIS 216	Twentieth-Century Europe	Pre-Major/Elective
HIS 221	African-American History	Pre-Major/Elective
HIS 222	African-American Hist I	Pre-Major/Elective
HIS 223	African-American Hist II	Pre-Major/Elective
HIS 226	The Civil War	Pre-Major/Elective
HIS 227	Native American History	Pre-Major/Elective
HIS 228	History of the South	Pre-Major/Elective
HIS 229	History of the Old South	Pre-Major/Elective
HIS 230	The Changing South	Pre-Major/Elective
HIS 231	Recent American History	Pre-Major/Elective
HIS 232	History of the Old West	Pre-Major/Elective
HIS 233	History of Appalachia	Pre-Major/Elective
HIS 234	Cherokee History	Pre-Major/Elective
HIS 236	North Carolina History	Pre-Major/Elective
HIS 237	The American Revolution	Pre-Major/Elective
HIS 260	History of Africa	Pre-Major/Elective
HIS 261	East Asian History	Pre-Major/Elective
HIS 262	Middle East History	Pre-Major/Elective
HIS 271	The French Revolution Era	Pre-Major/Elective
HIS 275	History of Terrorism	Pre-Major/Elective
HUM 110	Technology and Society	GEN ED: Humanities/Fine Arts
HUM 115	Critical Thinking	GEN ED: Humanities/Fine Arts
HUM 120	Cultural Studies	GEN ED: Humanities/Fine Arts
HUM 121	The Nature of America	GEN ED: Humanities/Fine Arts
HUM 122	Southern Culture	GEN ED: Humanities/Fine Arts
HUM 123	Appalachian Culture	Pre-Major/Elective
HUM 130	Myth in Human Culture	GEN ED: Humanities/Fine Arts
HUM 140	History of Architecture	Pre-Major/Elective
HUM 150	American Women's Studies	GEN ED: Humanities/Fine Arts
HUM 160	Introduction to Film	GEN ED: Humanities/Fine Arts
HUM 161	Advanced Film Studies	GEN ED: Humanities/Fine Arts
HUM 170	The Holocaust	Pre-Major/Elective
HUM 180	International Cultural Exploration	Pre-Major/Elective
HUM 211	Humanities I	GEN ED: Humanities/Fine Arts
HUM 212	Humanities II	GEN ED: Humanities/Fine Arts
HUM 220	Human Values and Meaning	GEN ED: Humanities/Fine Arts
HUM 230	Leadership Development	Pre-Major/Elective
ITA 111	Elementary Italian I	GEN ED: Humanities/Fine Arts
ITA 112	Elementary Italian II	GEN ED: Humanities/Fine Arts
ITA 181	Italian Lab 1	Pre-Major/Elective
ITA 182	Italian Lab 2	Pre-Major/Elective
ITA 211	Intermediate Italian I	GEN ED: Humanities/Fine Arts
ITA 212	Intermediate Italian II	GEN ED: Humanities/Fine Arts
ITA 221	Italian Conversation	Pre-Major/Elective
ITA 231	Reading and Composition	Pre-Major/Elective
ITA 281	Italian Lab 3	Pre-Major/Elective
ITA 282	Italian Lab 4	Pre-Major/Elective

JOU 110	Intro to Journalism	Pre-Major/Elective
JOU 216	Writing for Mass Media	Pre-Major/Elective
JOU 217	Feature/Editorial Writing	Pre-Major/Elective
JPN 111	Elementary Japanese I	GEN ED: Humanities/Fine Arts
JPN 112	Elementary Japanese II	GEN ED: Humanities/Fine Arts
JPN 181	Japanese Lab I	Pre-Major/Elective
JPN 182	Japanese Lab II	Pre-Major/Elective
JPN 211	Intermediate Japanese I	GEN ED: Humanities/Fine Arts
JPN 212	Intermediate Japanese II	GEN ED: Humanities/Fine Arts
LAT 111	Elementary Latin I	GEN ED: Humanities/Fine Arts
LAT 112	Elementary Latin II	GEN ED: Humanities/Fine Arts
LAT 141	Culture and Civilization	GEN ED: Humanities/Fine Arts
LAT 142	Lit. & the Roman Republic	GEN ED: Humanities/Fine Arts
LAT 181	Latin Lab I	Pre-Major/Elective
LAT 182	Latin Lab II	Pre-Major/Elective
LAT 211	Intermediate Latin I	GEN ED: Humanities/Fine Arts
LAT 212	Intermediate Latin II	GEN ED: Humanities/Fine Arts
LAT 231	Reading and Composition	GEN ED: Humanities/Fine Arts
LAT 232	Imperial Literature	GEN ED: Humanities/Fine Arts
LAT 281	Latin Lab III	Pre-Major/Elective
LAT 282	Latin Lab IV	Pre-Major/Elective
MAT 141	Mathematical Concepts I	GEN ED: Mathematics
MAT 142	Mathematical Concepts II	GEN ED: Mathematics
MAT 143	Quantitative Literacy	UGETC: Math – AA
MAT 152	Statistical Methods I	UGETC: Math – AA
MAT 167	Discrete Mathematics	Pre-Major/Elective
MAT 171	Precalculus Algebra	UGETC: Math – AA/AS
MAT 172	Precalculus Trigonometry	UGETC: Math– AS
MAT 252	Statistics II	Pre-Major/Elective
MAT 263	Brief Calculus	UGETC: Math– AS
MAT 271	Calculus I	UGETC: Math– AS
MAT 272	Calculus II	GEN ED: Mathematics
MAT 273	Calculus III	GEN ED: Mathematics
MAT 280	Linear Algebra	Pre-Major/Elective
MAT 285	Differential Equations	Pre-Major/Elective
MUS 110	Music Appreciation	UGETC: Humanities/Fine Arts – AA/AS
MUS 111	Fundamentals of Music	Pre-Major/Elective
MUS 112	Introduction to Jazz	UGETC: Humanities/Fine Arts – AA/AS
MUS 113	American Music	GEN ED: Humanities/Fine Arts
MUS 114	Non-Western Music	GEN ED: Humanities/Fine Arts
MUS 121	Music Theory I	Pre-Major/Elective
MUS 122	Music Theory II	Pre-Major/Elective
MUS 123	Music Composition	Pre-Major/Elective
MUS 131	Chorus I	Pre-Major/Elective
MUS 132	Chorus II	Pre-Major/Elective
MUS 133	Band I	Pre-Major/Elective
MUS 134	Band II	Pre-Major/Elective
MUS 135	Jazz Ensemble I	Pre-Major/Elective

MUS 136	Jazz Ensemble II	Pre-Major/Elective
MUS 137	Orchestra I	Pre-Major/Elective
MUS 138	Orchestra II	Pre-Major/Elective
MUS 141	Ensemble I	Pre-Major/Elective
MUS 142	Ensemble II	Pre-Major/Elective
MUS 151	Class Music I	Pre-Major/Elective
MUS 152	Class Music II	Pre-Major/Elective
MUS 161	Applied Music I	Pre-Major/Elective
MUS 162	Applied Music II	Pre-Major/Elective
MUS 173	Opera Production I	Pre-Major/Elective
MUS 174	Opera Production II	Pre-Major/Elective
MUS 181	Show Choir I	Pre-Major/Elective
MUS 182	Show Choir II	Pre-Major/Elective
MUS 210	History of Rock Music	GEN ED: Humanities/Fine Arts
MUS 211	History of Country Music	GEN ED: Humanities/Fine Arts
MUS 212	American Musical Theatre	GEN ED: Humanities/Fine Arts
MUS 213	Opera and Musical Theatre	GEN ED: Humanities/Fine Arts
MUS 214	Electronic Music I	Pre-Major/Elective
MUS 215	Electronic Music II	Pre-Major/Elective
MUS 217	Elementary Conducting	Pre-Major/Elective
MUS 221	Music Theory III	Pre-Major/Elective
MUS 222	Music Theory IV	Pre-Major/Elective
MUS 231	Chorus III	Pre-Major/Elective
MUS 232	Chorus IV	Pre-Major/Elective
MUS 233	Band III	Pre-Major/Elective
MUS 234	Band IV	Pre-Major/Elective
MUS 235	Jazz Ensemble III	Pre-Major/Elective
MUS 236	Jazz Ensemble IV	Pre-Major/Elective
MUS 237	Orchestra III	Pre-Major/Elective
MUS 238	Orchestra IV	Pre-Major/Elective
MUS 241	Ensemble III	Pre-Major/Elective
MUS 242	Ensemble IV	Pre-Major/Elective
MUS 251	Class Music III	Pre-Major/Elective
MUS 252	Class Music IV	Pre-Major/Elective
MUS 253	Big Band	Pre-Major/Elective
MUS 261	Applied Music III	Pre-Major/Elective
MUS 262	Applied Music IV	Pre-Major/Elective
MUS 265	Piano Pedagogy	Pre-Major/Elective
MUS 271	Music History I	Pre-Major/Elective
MUS 272	Music History II	Pre-Major/Elective
MUS 273	Opera Production III	Pre-Major/Elective
MUS 274	Opera Production IV	Pre-Major/Elective
MUS 280	Music for the El Classroom	Pre-Major/Elective
MUS 281	Show Choir III	Pre-Major/Elective
MUS 282	Show Choir IV	Pre-Major/Elective
MUS 283	Varied Cultures/Mus Perf	Pre-Major/Elective
PED	<i>All one-hour PED activity courses</i>	Pre-Major/Elective
PED 110	Fit and Well for Life	Pre-Major/Elective
PED 165	Sport Science as a Career	Pre-Major/Elective
PED 172	Outdoor Living	Pre-Major/Elective
PED 252	Officiating/Bsball/Sfball	Pre-Major/Elective
PED 254	Coaching Basketball	Pre-Major/Elective

PED 256	Coaching Baseball	Pre-Major/Elective
PED 259	Prev & Care Ath Injuries	Pre-Major/Elective
PHI 210	History of Philosophy	GEN ED: Humanities/Fine Arts
PHI 215	Philosophical Issues	UGETC: Humanities/Fine Arts – AA/AS
PHI 220	Western Philosophy I	GEN ED: Humanities/Fine Arts
PHI 230	Introduction to Logic	GEN ED: Humanities/Fine Arts
PHI 240	Introduction to Ethics	UGETC: Humanities/Fine Arts – AA/AS
PHS 110	Survey of Phys Science	Pre-Major/Elective
PHS 130	Earth Science	Pre-Major/Elective
PHY 110	Conceptual Physics	UGETC: Natural Sciences – AA/AS
PHY 110A	Conceptual Physics Lab	UGETC: Natural Sciences – AA/AS
PHY 151	College Physics I	UGETC: Natural Sciences – AS
PHY 152	College Physics II	UGETC: Natural Sciences – AS
PHY 251	General Physics I	UGETC: Natural Sciences – AS
PHY 252	General Physics II	UGETC: Natural Sciences – AS
POL 110	Intro to Political Science	GEN ED: Social/Behavioral Science
POL 120	American Government	UGETC: Social/Behavioral Sci.– AA/AS
POL 130	State & Local Government	Pre-Major/Elective
POL 210	Comparative Government	GEN ED: Social/Behavioral Science
POL 220	International Relations	GEN ED: Social/Behavioral Science
POL 250	Intro to Political Theory	Pre-Major/Elective
POR 111	Elementary Portuguese I	GEN ED: Humanities/Fine Arts
POR 112	Elementary Portuguese II	GEN ED: Humanities/Fine Arts
POR 141	Culture and Civilization	Pre-Major/Elective
POR 181	Portuguese Lab I	Pre-Major/Elective
POR 182	Portuguese Lab II	Pre-Major/Elective
POR 211	Intermediate Portuguese I	GEN ED: Humanities/Fine Arts
POR 212	Intermediate Portuguese II	GEN ED: Humanities/Fine Arts
POR 221	Portuguese Conversation	Pre-Major/Elective
POR 231	Reading and Composition	Pre-Major/Elective
POR 281	Portuguese Lab III	Pre-Major/Elective
POR 282	Portuguese Lab IV	Pre-Major/Elective
PSY 150	General Psychology	UGETC: Social/Behavioral Sci.– AA/AS
PSY 211	Psychology of Adjustment	Pre-Major/Elective
PSY 215	Positive Psychology	Pre-Major/Elective
PSY 231	Forensic Psychology	Pre-Major/Elective
PSY 237	Social Psychology	GEN ED: Social/Behavioral Science
PSY 239	Psychology of Personality	GEN ED: Social/Behavioral Science
PSY 241	Developmental Psych	GEN ED: Social/Behavioral Science
PSY 243	Child Psychology	Pre-Major/Elective
PSY 246	Adolescent Psychology	Pre-Major/Elective
PSY 249	Psychology of Aging	Pre-Major/Elective
PSY 259	Human Sexuality	Pre-Major/Elective
PSY 263	Educational Psychology	Pre-Major/Elective
PSY 271	Sports Psychology	Pre-Major/Elective
PSY 275	Health Psychology	Pre-Major/Elective

PSY 281	Abnormal Psychology	GEN ED: Social/Behavioral Science
REL 110	World Religions	GEN ED: Humanities/Fine Arts
REL 111	Eastern Religions	GEN ED: Humanities/Fine Arts
REL 112	Western Religions	GEN ED: Humanities/Fine Arts
REL 211	Intro to Old Testament	GEN ED: Humanities/Fine Arts
REL 212	Intro to New Testament	GEN ED: Humanities/Fine Arts
REL 221	Religion in America	GEN ED: Humanities/Fine Arts
RUS 111	Elementary Russian I	GEN ED: Humanities/Fine Arts
RUS 112	Elementary Russian II	GEN ED: Humanities/Fine Arts
RUS 181	Russian Lab 1	Pre-Major/Elective
RUS 182	Russian Lab 2	Pre-Major/Elective
RUS 211	Intermediate Russian I	GEN ED: Humanities/Fine Arts
RUS 212	Intermediate Russian II	GEN ED: Humanities/Fine Arts
RUS 221	Russian Conversation	Pre-Major/Elective
RUS 231	Reading and Composition	Pre-Major/Elective
RUS 281	Russian Lab 3	Pre-Major/Elective
RUS 282	Russian Lab 4	Pre-Major/Elective
SOC 210	Introduction to Sociology	UGETC: Social/Behavioral Sci.– AA/AS
SOC 213	Sociology of the Family	GEN ED: Social/Behavioral Science
SOC 215	Group Processes	Pre-Major/Elective
SOC 220	Social Problems	GEN ED: Social/Behavioral Science
SOC 225	Social Diversity	GEN ED: Social/Behavioral Science
SOC 230	Race and Ethnic Relations	GEN ED: Social/Behavioral Science
SOC 232	Social Context of Aging	Pre-Major/Elective
SOC 234	Sociology of Gender	Pre-Major/Elective
SOC 240	Social Psychology	GEN ED: Social/Behavioral Science
SOC 242	Sociology of Deviance	Pre-Major/Elective
SOC 244	Soc of Death & Dying	Pre-Major/Elective
SOC 245	Drugs and Society	Pre-Major/Elective
SOC 250	Sociology of Religion	Pre-Major/Elective
SOC 254	Rural and Urban Sociology	Pre-Major/Elective
SPA 111	Elementary Spanish I	GEN ED: Humanities/Fine Arts
SPA 112	Elementary Spanish II	GEN ED: Humanities/Fine Arts
SPA 141	Culture and Civilization	Pre-Major/Elective
SPA 161	Cultural Immersion	Pre-Major/Elective
SPA 181	Spanish Lab 1	Pre-Major/Elective
SPA 182	Spanish Lab 2	Pre-Major/Elective
SPA 211	Intermediate Spanish I	GEN ED: Humanities/Fine Arts
SPA 212	Intermediate Spanish II	GEN ED: Humanities/Fine Arts
SPA 221	Spanish Conversation	Pre-Major/Elective
SPA 231	Reading and Composition	Pre-Major/Elective
SPA 281	Spanish Lab 3	Pre-Major/Elective
SPA 282	Spanish Lab 4	Pre-Major/Elective

