Pain in the Assets - Finance & Entrepreneurship for the Arts Online

Semester/Year: Spring 2021

Sections: UT 07:557:201

TAs: TBD

Modality: Online

Instructors: Mitchell D. Weiss and Peggy Reed (each teaching separate sections of course)

Email: Use course email (inbox icon in red navigation bar to the left)

Course Description:

The course teaches personal financial management in the first half of the semester and translates many of these concepts into an entrepreneurial context in the second. It is designed for nonbusiness majors who have already commenced or are contemplating single- and multi-person artistic, commercial or professional ventures.

Personal financial management topics include goal setting and prioritization; cash management; budgeting; acquiring, managing and protecting credit in its varying forms; saving and investing; planning for major purchases; evaluating alternative insurance products; strategies for overcoming financial adversity.

Entrepreneurial financial management topics include understanding the risks and responsibilities that are associated with that undertaking; devising business, strategic and operating plans and budgets; selecting legal, financial, managerial and promotional advisory firms; choosing an appropriate legal structure for the enterprise; managing financial performance and assessing progress; managing various forms of risk; protecting intellectual property; managing freelance activity; strategies for borrowing money and soliciting investments; overcoming financial adversity; organizing sales and transfers of business interests.

This distance education course is offered outside the traditional classroom setting on campus. Class sessions may be offered synchronously or asynchronously. At Rutgers, The State University of New Jersey, a course delivered through Distance Education is defined according to the Middle States Commission on Higher Education definition. Standard 13 of Characteristics of Excellence in Higher Education: Requirements of Affiliation and Standards for Accreditation defines a Distance Education course as an “educational process in which all or the majority of the instruction occurs with the instructor and student in different locations.” A course is considered to be offered by Distance Education (DE) if students receive more than ½ of the
instruction (50%) at a different location than the instructor. A DE course can be delivered synchronously or asynchronously to any single or multiple location(s) through electronic, correspondence, or other means. The course may be formula funded or offered through extension, and it may be delivered to on-campus students and those who do not take courses on the main campus.”

https://www.msche.org/

**Learning Objectives/Outcomes:**

Upon completion of the personal financial management section of the course, students should be able to:

- Construct and manage a personal budget that takes into account their short- and long-term financial goals and objectives
- Understand proper cash management techniques, manage payroll tax withholdings and file tax returns
- Understand the importance of saving and investing in the achievement of their personal goals and objectives
- Plan for major purchases and higher education costs
- Choose between, manage and protect consumer-credit alternatives including credit cards, auto loans and leases, student loans and mortgages
- Understand how insurance works and the types of coverage that are appropriate for their circumstances
- Weight the financial, economic and other impacts of the different career choices they may be contemplating
- Problem-solve their way through day-to-day and moderately complicated situations involving personal financial management and crises

Upon completion of the entrepreneurial financial management section of the course, students should be able to:

- Assess a venture’s feasibility and their ability to undertake its development and management
- Construct business, strategic and operating plans to properly guide the enterprise
- Prudently source legal, financial and managerial representation, and select the appropriate legal structure for the ventures they have in mind
- Fundamentally understand best financial management practices as they pertain to a commercial venture, and how to arrange for debt and equity financing, when/if needed
- Fundamentally understand the business-borrowing alternatives, pricing and transaction-structuring considerations
- Address financial adversity in terms of self-directed remediation, negotiated requests for assistance and, when all else fails, filing for bankruptcy
- Fundamentally understand the different types of mergers and acquisitions, and other so-called exit strategies including transfers and sales
**Course Materials:**


**Course Assignments**

*Important Note: All assigned questions and problem-solving activities can be found in the "Practical Finance Course Assignment" document that is located in the "Must Read: Course Essentials" Section*

**Assignment #1: Lectures 1.1 through 1.7 - Due 2/1/21**

Videos to Watch: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 (7 Vids)
Text to Read: Pages 1 through 28
Questions to Answer: Chapter 1: #1, #2, #3, #4, #5 (5 Questions)
Problems to Solve: Chapter 1: #1, #2 and #3 (3 Problems)

**Assignment #2: Lectures 2.1.a through 2.4 – Due 2/8/21**

Videos to Watch: 2.1.a, 2.1.b, 2.2, 2.3, 2.4 (5 Vids)
Text to Read: Pages 29 through 41
Questions to Answer: Chapter 2 - Part 1: 4 Questions
Problems to Solve: Chapter 2 - Part 1: 3 Problems

**Assignment #3: Lectures 2.5 through 2.11 – Due 2/15/21**

Videos to Watch: 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11 (7 Vids)
Text to Read: Pages 41 through 60
Questions to Answer: Chapter 2 - Part 2: 4 Questions
Problems to Solve: Chapter 2 - Part 2: 3 Problems

**Assignment #4: Lectures 3.1.a through 3.3 – Due 2/22/21**

Videos to Watch: 3.1.a, 3.1.b, 3.2, 3.3 (4 Vids)
Text to Read: Pages 61 through 69
Questions to Answer: Chapter 3: 3 Questions
Problems to Solve: Chapter 3: 2 Problems

**Assignment #5: Lectures 4.1.a through 4.3 – Due 3/1/21**

Videos to Watch: 4.1.a, 4.1.b, 4.2, 4.3 (4 Vids)
Text to Read: Pages 70 through 78
Questions to Answer: Chapter 4: 4 Questions
Problems to Solve: Chapter 4: 2 Problems
Assignment #6: Lectures 5.1.a through 5.3 – Due 3/8/21

Videos to Watch: 5.1.a, 5.1.b, 5.2, 5.3 (4 Vids)
Text to Read: Pages 79 through 90
Questions to Answer: Chapter 5: 5 Questions
Problems to Solve: Chapter 5: 2 Problems

Assignment #7: Lectures 6.1 through 6.3 – Due 3/22/21

Videos to Watch: 6.1, 6.2, 6.3 (3 Vids)
Text to Read: Pages 91 through 98
Questions to Answer: Chapter 6: 4 Questions
Problems to Solve: Chapter 6: 2 Problems

Assignment #8: Lectures 7.1 through 7.4 – Due 3/29/21

Videos to Watch: 7.1, 7.2, 7.3, 7.4 (4 Vids)
Text to Read: Pages 99 through 108
Questions to Answer: Chapter 7: 4 Questions

Assignment #9: Lectures 8.1 through 8.2.d – Due 4/5/21

Videos to Watch: 8.1, 8.2.a, 8.2.b, 8.2.c, 8.2.d (5 Vids)
Text to Read: Pages 109 through 121
Questions to Answer: Chapter 8 - Part 1: 4 Questions

Assignment #10: Lectures 8.3.a through 8.4.b – Due 4/12/21

Videos to Watch: 8.3.a, 8.3.b, 8.3.c, 8.4.a, 8.4.b (5 Vids)
Text to Read: Pages 121 through 133
Questions to Answer: Chapter 8 - Part 2: 4 Questions

Assignment #11: Lectures 9.1.a through 9.5.b – Due 4/19/21

Videos to Watch: 9.1.a, 9.1.b, 9.2.a, 9.2.b, 9.2.c, 9.2.d, 9.3.a, 9.3.b, 9.4.a, 9.4.b, 9.5.a, 9.5.b (12 Vids)
Text to Read: Pages 134 through 164
Questions to Answer: Chapter 9: 4 Questions

Assignment #12: Lectures 10.1, 10.2 and 11.0 – Due 4/26/21

Videos to Watch: 10.1, 10.2, 11.0 (3 Vids)
Text to Read: Pages 165 through and including page 176, review 109, 114 and 130
Questions to Answer: Chapter 10 and Video 11.0: 8 Questions Total

End-of-Term Project: Due 5/3/21
Course Grading

**Assignments #1 through #7:**
Short Essay Questions: Equally weighted and worth 50% of the assignment score
Problems: Equally weighted and worth 50% of the assignment score for a total of 100 points per assignment.

**Assignments #8 through #12:**
Short Essay Questions: Equally weighted and worth 100% of the assignment score.

**End-of-Term Project:**
Presentation: 100% of the assignment score

**Final Grade:**
Assignments #1 through #12: Equally Weighted Average = 80% of Course Grade
End-of-Term Project: 20% of Course Grade

**Collaboration Policy**
Collaborations on Assignments #1 through #12 are limited to two students who are classmates in the same course section. Each student must identify which of the questions he or she answered.

No collaborations are permitted for the End-of-Term project UNLESS the students are joint-venturing their enterprise and permission for their collaboration is requested before undertaking that work.

**Advance Review**
Advance reviews for all upcoming assignments--including the End-of-Term project--are available Tuesday morning through midnight on Sunday. Multiple reviews are permitted for revisions. Note that advance reviews MUST BE EMAILED through Canvas. Documents that are uploaded via the Canvas Turnitin tool will be deemed complete and graded accordingly.

**Completed Assignments**
All completed assignments--including those that have been reviewed in advance--must be uploaded into the corresponding numbered assignment column via the Canvas Turnitin tool. Documents that are uploaded into the wrong column cannot be moved. Remember to provide answers to all parts of the questions and problems, and to number and letter each, accordingly.

**Academic Integrity**
Although the weekly assignments for this course are all open book, copying, cutting and pasting from the text--or from any other source, for that matter, including from students who are not
legitimately collaborating within the current semester—is prohibited whether or not the copied content is properly cited.

The Turnitin tool, which you are required to use for ALL weekly assignments, will flag plagiarized content and, also, identify the source, at which point the matter will be referred to Arts Online administration for further action.

**Rutgers Grading Scale**

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
<td>Excellent, superior achievement</td>
</tr>
<tr>
<td>85-89</td>
<td>B+</td>
<td>Good, exceeding all requirements</td>
</tr>
<tr>
<td>80-84</td>
<td>B</td>
<td>Average, satisfactorily meeting all requirements</td>
</tr>
<tr>
<td>75-79</td>
<td>C+</td>
<td></td>
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<tr>
<td>70-74</td>
<td>C</td>
<td></td>
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<tr>
<td>60-69</td>
<td>D</td>
<td>Poor, unsatisfactory</td>
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<tr>
<td>59 or lower</td>
<td>F</td>
<td>Failing or withdrawal while doing failing work</td>
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</table>

This course follows all Rutgers grade regulations, policies, and standards as stated in the student handbook. Review the catalog for conditions under which an incomplete may be granted [http://nbregistrar.rutgers.edu/facstaff/regis.htm](http://nbregistrar.rutgers.edu/facstaff/regis.htm) and [http://www.rutgers.edu/academics/catalogs](http://www.rutgers.edu/academics/catalogs).

**Course Schedule:**

<table>
<thead>
<tr>
<th>Start Date 12:01 AM</th>
<th>Assignment</th>
<th>Due Date @ 6:00 p.m.</th>
<th>Assignment Value and Percentage of Final Grade</th>
</tr>
</thead>
</table>
| 2/1/21             | Assignment #1: Lectures 1.1 through 1.7  
Videos to Watch: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7 (7 Vids)  
Text to Read: Pages 1 through 28 | 2/1/21 | 100 points/6.67% |
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<th>Date</th>
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<th>Points/Percentage</th>
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<td>5/3/21</td>
<td>End-of-Term Project</td>
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**Assessment Measures:**

*Grading Rubrics*
## Quantitative/Analytical Reasoning

**Goal:** The student will use real-world inquiry and quantitative and analytical reasoning to draw conclusions, and develop action plans relevant to their own financial and professional goals.

**Assessment Methodology:** Students will complete weekly short-essay and problem-solving tasks (which are math based) that pertain to personal and entrepreneurial financial management.

<table>
<thead>
<tr>
<th>Task</th>
<th>Outstanding (A)</th>
<th>Good (B+-B)</th>
<th>Satisfactory (C+-C)</th>
<th>Unsatisfactory (D-F)</th>
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</thead>
<tbody>
<tr>
<td><strong>Comprehension:</strong></td>
<td>Extensively grasps basic real-world concepts of financial management including identifying and understanding the procedures and processes.</td>
<td>Competently grasps basic real-world concepts of financial management including identifying and understanding the procedures and processes.</td>
<td>Some difficulty in understanding basic real-world concepts of financial management including identifying and understanding the procedures and processes.</td>
<td>Does not understand basic real-world concepts of financial management including identifying and understanding the procedures and processes.</td>
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<tr>
<td>Grasp basic real-world concepts of financial management.</td>
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<tr>
<td><strong>Problem Solving:</strong></td>
<td>Competently applies the appropriate mathematical procedures to analyze and solve the problems.</td>
<td>Somewhat competently applies the appropriate mathematical procedures to analyze the problem.</td>
<td>Errors in applying the appropriate mathematical procedures to analyze the problem.</td>
<td>Unable to competently apply the appropriate mathematical procedures or criteria. Does not attempt to solve problem.</td>
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<tr>
<td>Practice applying course material for problem-solving tasks.</td>
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<tr>
<td><strong>Application:</strong></td>
<td>Extensively understands and applies financial concepts.</td>
<td>Competently understands and applies financial concepts.</td>
<td>Some difficulty understanding and applying financial concepts.</td>
<td>Applies inappropriate, incomplete or unclear procedures or criteria. Does not attempt to solve problem.</td>
</tr>
<tr>
<td>Applies assignment responses to personal and entrepreneurial financial management experiences.</td>
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Written Essays

Goal: Students use effective written skills that demonstrate their understanding of entrepreneurial fundamentals.

Assessment Methodology: Students will complete weekly short-essay questions that cover entrepreneurial finance management.

<table>
<thead>
<tr>
<th>Task</th>
<th>Outstanding (A)</th>
<th>Good (B+-B)</th>
<th>Satisfactory (C+-C)</th>
<th>Unsatisfactory (D-F)</th>
</tr>
</thead>
</table>
| **Organization/Mechanics** | Organization shows command of topic; introduction and main idea well supported; examples well chosen; strong conclusion that brings ideas together. Free of punctuation, grammar, and spelling errors. | Organizatio
n shows clear structure; most points contribute to goal of paper; conclusion is good a summary of points made in paper. Mostly free of punctuation, grammar, and spelling errors. | Organization shows some structure but lacks a sense of clarity; may not include major points and details; Conclusion lacks relevance or clear development. Multiple punctuation, grammar, and spelling errors. | Disorganized, incomplete or inadequate understanding of points. Unacceptable number of punctuation, grammar, and spelling errors. |
| **Criteria** | Successfully responds to all assignment specific criteria. | Most assignment specific criteria identified. | Some criteria are identified, but lack clarity. | Criteria are incomplete or inadequate to address topic. |

- **Outstanding (A)**: Exceptional performance. All criteria are met with excellence.
- **Good (B+-B)**: Excellent performance. Most criteria are met with accuracy and insight.
- **Satisfactory (C+-C)**: Competent performance. Majority of criteria are met with accuracy and insight.
- **Unsatisfactory (D-F)**: Poor performance. Many criteria are not met or met with significant errors.
**Analysis-**

Analysis and evaluation are effective; clear connections between ideas are made. Independent/creative thinking is evident.

<table>
<thead>
<tr>
<th>Task</th>
<th>Outstanding (A)</th>
<th>Good (B+-B)</th>
<th>Satisfactory (C+-C)</th>
<th>Unsatisfactory (D-F)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization and Subject Knowledge</td>
<td>Presentation demonstrates sophisticated knowledge of concepts and presents information in a logical sequence for audience, and</td>
<td>Presentation demonstrates good knowledge of concepts and presents information in a logical sequence for audience, and has few</td>
<td>Demonstrates incomplete knowledge of concepts and presents information in a logical sequence for audience, and</td>
<td>Student does not have the proficiency or skills to demonstrate knowledge of the subject matter. Organization is unclear or incomplete, and has</td>
</tr>
<tr>
<td></td>
<td>has no organizational or grammatical errors.</td>
<td>grammatical errors.</td>
<td>has several grammatical errors.</td>
<td>multiple grammatical errors.</td>
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<tr>
<td>Delivery-</td>
<td>Sophisticated delivery that holds the viewers’ attention and explains the concepts or ideas well.</td>
<td>Good delivery that holds the viewers’ attention. Difficulty in explaining some of the concepts, but overall idea is there.</td>
<td>Some difficulty in delivering a presentation that holds the viewers’ attention. Concepts and ideas are unclear or uninformed.</td>
<td>Incomplete or inadequate delivery. Does not hold the viewers’ attention. Critical ideas were missed or unclear.</td>
</tr>
<tr>
<td>Criteria-</td>
<td>Presentation successfully responds to all assignment specific criteria. Meets the minimum length requirements.</td>
<td>Presentation successfully responds to most assignment specific criteria. Meets the minimum length requirements.</td>
<td>Some criteria are identified, but lack clarity. Meets the minimum length requirements or is only slightly under or over time limit.</td>
<td>Criteria are incomplete or inadequate to address assignment. Does not meet length requirements.</td>
</tr>
<tr>
<td>Technology</td>
<td>Presentation was free of technical errors, all links, narrations, images, and videos worked well.</td>
<td>Presentation was mostly free of technical errors, most links, narrations, images, and videos worked well.</td>
<td>Presentation had some technical errors, some links, narrations, images, and videos did not work.</td>
<td>Incomplete or inadequate presentation. Many technical errors, most links, narrations, images, and videos did not work.</td>
</tr>
</tbody>
</table>

**Rutgers University Disability Policy:**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In accordance with 504/ADA guidelines and in order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview,
and provide documentation:

https://ods.rutgers.edu/students/documentation-guidelines.

If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:

https://ods.rutgers.edu/students/registration-form.

**Academic Honesty:**

“Academic dishonesty” means employing a method or technique or engaging in conduct in an academic endeavor that the student knows or should know is not permitted by Rutgers or a course instructor to fulfill academic requirements.

Violations include: cheating, fabrication, plagiarism, denying others access to information or material, and facilitating violations of academic integrity. The student should review Rutgers guidelines at http://academicintegrity.rutgers.edu/

Rutgers Arts Online courses may use Turnitin and Proctortrack software to authenticate student work.

*Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Sakai, Blackboard, Canvas, Moodle) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.*

*Students who do not agree should contact the course instructor immediately.*

**Self-Reporting Absence Application:**

Students are responsible for knowing and adhering to all university and college dates and deadlines. Such dates and deadlines include those for enrollment (registration), adding and dropping of courses, academic holidays, payment and refunds, and applying for graduation. Visit the following website for specific dates: https://scheduling.rutgers.edu/scheduling/academic-calendar.
In a case of emergency, it is the student’s responsibility to keep posted on all official University alerts or closures by visiting: http://newbrunswick.rutgers.edu/about/operating-status.

Students are expected to attend all classes; if you expect to miss one or two classes, please use the University absence reporting website https://sims.rutgers.edu/ssra/ to indicate the date and reason for your absence. An email is automatically sent to the instructor.

Self-reporting will not be accepted as an excuse in the case of missed submission deadlines for assignments. In this case, you must contact the instructor.

Student Responsibility:

A responsible student is a successful student. At Rutgers, students are expected to conduct themselves in a mature and responsible manner, respect the opinions, rights, and personal property of others, and meet their financial obligations. Students are responsible for seeking help and guidance from all of the resources that the university makes available to them. They are expected to be proactive and remain informed about university dates and deadlines, and understand academic and disciplinary policies. They are responsible for communication with their instructors, advisors, and university staff, and the commitment to being organized and prepared to learn. Above all, our students are expected to strive for honesty and academic integrity throughout their period of study at Rutgers, the State University of New Jersey http://www.rutgers.edu/academics/catalogs.

Requirements

Online courses require students to be motivated, self-directed learners who manage time efficiently. Students should expect to invest three to five hours per week reading, listening to music, engaging in threaded discussions, sharing with peers and instructors online, and completing assignments. To do so, students must have access to the internet and a functional email account they can access frequently.

Because this is an online course, there is no equivalent to in-class absence. Students are expected to login regularly and may do so twenty-four hours a day. There is no requirement to be online at specific times except during exam periods, and then the student may take the exam any time within the prescribed window. Coursework must be completed by the dates listed; there are no exceptions. Students should plan their weekly schedules accordingly to accommodate the workload.

To succeed in this course the student must:
• Assignments are expected to be turned in by the assigned due date. *The instructor reserves the right to accept or not accept any late submission. Late submissions, if they are accepted, may be penalized.*

• Technology failures may not be accepted as a reason for missed assignment due dates. Therefore, do not leave anything to the last minute. Back up files frequently and in various locations so work is not lost. It is the student’s responsibility to alert the instructor of a technology issue immediately so that the instructor can identify alternative ways to complete or submit an assignment.

• If there is an emergency which prevents the timely submission of an assignment, the student should contact the instructor directly, preferably before the due date. *Do not include information of a private, personal nature. The instructor will provide instructions how to get documentation supporting the event.*

• To prepare for the assessments and written assignments, the student must complete all of the readings. The student must listen to/view all of the media materials if media materials are included as part of the content of the course.

• The content of presentations must adhere to the specific questions and guidelines posed by the instructor or to the thesis developed by the student and approved by the instructor. Written assignments/presentations must utilize media materials (graphic, audio, and video) if required by the instructor.

Students are responsible for all information included in the course. Failure to read all the course documents Academic Honesty Guidelines, Technical Requirements, the Rutgers Disability Policy, and Schedule of Assessment Due Dates, will not excuse anyone from requirements or policies related to the completion of the course.

**Rutgers Distance Education:**

At Rutgers, The State University of New Jersey, a course delivered through Distance Education is defined according to the Middle States Commission on Higher Education definition. Standard 13 of *Characteristics of Excellence in Higher Education: Requirements of Affiliation and Standards for Accreditation* defines a Distance Education course as an “educational process in which all or the majority of the instruction occurs with the instructor and student in different locations.”

A course is considered to be offered by Distance Education (DE) if students receive more than ½ of the instruction (50%) at a different location than the instructor. A Distance Education course can be delivered synchronously or asynchronously to any single or multiple location(s) through electronic, correspondence, or other means. At Rutgers Arts Online, our distance education
courses are offered outside the traditional classroom setting on campus and asynchronously online. Students receive all of their instruction (100%) online. https://www.msche.org/

**Technology Requirements:**

This course uses a learning management system called Canvas to post assignment details, announcements, and provide collaborative opportunities. This course is best viewed through the use of a full desktop or laptop computer. Although Canvas supports the use of mobile devices, the student should intermittently log on to the course using a desktop or laptop computer to be sure that course materials are properly displaying and/or working.

General information for Canvas can be found by visiting the [Rutgers Help Desk Support Center](http://NetID.rutgers.edu)

**Support Services:**

Student assistance and general information for Canvas can be found by visiting the [Rutgers Help Desk Support Center](http://NetID.rutgers.edu) or the addresses given below

Website: [Canvas Support Center](http://NetID.rutgers.edu)

Email: help@canvas.rutgers.edu

Phone: 877-361-1134 (Available 24/7)

Live Chat: [Live Chat](http://NetID.rutgers.edu)

If you cannot purchase or download the suggested software programs, utilize the Rutgers Computing Labs for available computers [https://oit-nb.rutgers.edu/labs](https://oit-nb.rutgers.edu/labs). There are multiple Computing Labs at Rutgers, for locations and times visit [https://oit-nb.rutgers.edu/labs](https://oit-nb.rutgers.edu/labs). Software or hardware can be purchased at through the University Software Portal website [https://oit-nb.rutgers.edu/service/university-software-portal](https://oit-nb.rutgers.edu/service/university-software-portal).

**Technology Competencies/Skills:**

Students enrolled in the course must be prepared to perform the basic tasks below.
1. Send and receive email;
2. Attach files to an email message;
3. Locate system information (e.g. browser version, operating system, etc.) for troubleshooting;
4. Recognize, use, and create hyperlinks;
5. Use of basic Microsoft Office programs;
6. Download and install software (including utilities, plug-ins, and/or apps);
7. Copy and paste text using a computer;
8. Scan and remove computer viruses;
9. Plug in external devices to a computer;
10. Save files to an external device (e.g. flash drive, CD, or DVD);
11. Use an internet search engine to locate online credible resources;
12. Post and reply to discussion forums or chat via instant messaging tool;
13. Send computer screenshot for technical assistance.

Tutorials may be found at:


Online Student Etiquette:

This course may host synchronous or asynchronous online meetings. During those meetings consider the following:

- *Keep chats on topic*. Avoid inappropriate conversions that may distract others from the course topic or objective.
- *Avoid strong/loud language. Be polite.* Language can easily be misinterpreted in written communication. Before sending an email or chat message make sure it clearly conveys the intended feeling.
- *Respect privacy of peers*. Do not post someone’s personal information online without their expressed permission.
- *Use appropriate dress code on camera*. During a video conference dress as if attending a face-to-face class. Avoid offensive clothing.
- *Be mindful of background noise and scene/location. Take advantage of quiet areas to avoid distractions to fellow classmates. Avoid offensive décor or noise.*
- *Be helpful*. Assist fellow classmates in understanding course materials.

Student Wellness Services:
Just In Case Web App

http://codu.co/cee05e

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

17 Senior Street, New Brunswick, NJ 08901

(848) 932-7884

www.rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students’ efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901

www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

Disability Services

Lucy Stone Hall, Suite A145, Livingston Campus,

54 Joyce Kilmer Avenue,

Piscataway, NJ 08854 Tel (848) 445-6800
Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

https://ods.rutgers.edu/students/documentation-guidelines. If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations.

Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

**Scarlet Listeners**

(732) 247-5555

http://www.scarletlisteners.com/

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.