I. Locator Information:
Instructor: Dr. Abdoul WANE
Course # and Name: Econ 211-02 Principles of Macroeconomics
Office Location: 365 SBE Building
Semester Credit Hours: 3
Office hours: TR: 10:00A-11 A; W: 10:00 AM- 2 PM (ONLINE). Or by appointment;
Day and Time Class Meets: TR: 3:45P - 5:00 P
Office Phone: 672-1370
Total Contact Hours for Class: 36
Email address: awane@uncfsu.edu

Mission Statement: The School of Business and Economics is dedicated to providing quality business education to a diverse student population. The school prepares students to meet the challenges of a changing environment and to compete in a global market. This is accomplished by supplementing the University’s strong teaching emphasis with research and a curriculum that reflects changing market conditions. The school also assists in regional economic transformation by promoting entrepreneurial and economic education.

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

II. Course Description:
This course provides you with an introduction to Economics, with emphasis on Macroeconomic principles along with their application in current domestic and global issues.

III. Disabled Student Services: In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Title IX – Sexual Misconduct
Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

Ms. Dionne Hall
Licensed Professional Counselor
Spaulding Building, Room 167
(910) 672-2167
dhall9@uncfsu.edu

Ms. Linda Melvin
Director, Student Health Services
Spaulding Building, Room 121
(910) 672-1454
lmelvi10@uncfsu.edu
Reporting an Incident of Sexual Misconduct - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

Title IX Coordinator
Barber Building, Room 242
(910) 672-1141

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

V. Textbook:

VI. Student Learning Outcomes – Upon completion of this course, students will be able to (Course competencies) however the main SLO in this class is to be able to compute GDP using the expenditure approach and its interpretation in the real world:

1. Understand the concept of scarcity and that the study of Economics is based upon that concept;
2. Identify the factors of production and their use in economics;
3. Distinguish between “macro” and “micro” also between “positive” and “normative” economic analysis;
4. Understand the concept of Opportunity Cost;
5. Understand that a Production Possibilities Model illustrates the problem of scarcity;
6. Illustrate production efficiency and inefficiency in the context of the Production Possibilities graph;
7. Describe the laws of demand and supply and express them graphically;
8. Describe the factors that could cause an increase and decrease in demand (supply);
9. Understand the concept of Market equilibrium and graphically express it;
10. Define and Compute GDP, GNP, NNP, NI, PI AND DI;
11. Describe the components of GDP and their relative importance as a percentage of GDP;
12. List and describe some GDP shortcomings; Explain the difference between nominal GDP and real GDP; Compute real GDP using a GDP deflator;
13. Describe what is meant by a business cycle and express it graphically; Describe the four phases of the business cycle;
14. Describe the problems associated with the recessionary and recovery phases of the business cycle;
15. Define full employment and the full unemployment rate;
16. Define and explain Inflation; understand what is meant by a consumer price index and know how to compute it.
17. Describe the consequences of inflation on real income, wealth and real interest rates;
18. Understand how demand-pull and cost-push inflation can feed on each other creating a wage-price spiral;
19. Distinguish an aggregate demand curve from a market demand curve and explain why an aggregate demand curve is downward sloping; Distinguish an aggregate supply curve from a market supply curve and explain the shape of an aggregate supply curve prevailing in the short run;
20. Discuss the concept of macroeconomic equilibrium and identify the point of macroeconomic equilibrium on an aggregate demand-aggregate supply graph; Show how changes in aggregate demand can affect macroeconomic equilibrium;
21. Show how changes in aggregate supply can affect macroeconomic equilibrium; Explain the possible causes of recessions and inflation using aggregate demand and aggregate supply;
22. Understand the classical model of macroeconomic equilibrium and the concept of a self-correction mechanism for the economy that returns it to potential real GDP when there are temporary equilibria for which real GDP exceeds or falls short of potential real GDP;
23. Explain how downward rigidity in nominal wages and other input prices (including interest rates) can prevent the classical self-correction mechanism from operating to quickly return the economy to potential real GDP during recessions; Discuss the Keynesian model of macroeconomic equilibrium;
24. Understand the concept of an overheated economy and explain how a wage-price spiral can result when equilibrium real GDP exceeds potential real GDP; Explain how supply-side shocks affect the economy; Use AD-AS analysis to explain how changes in the foreign exchange rate of the dollar can affect the economy; Use AD-AS to analyze the process of economic growth using a long-run aggregate supply curve.

25. Understand that money helps facilitate specialization and trade promoting economic activity; Describe the three functions of money; Explain why money must be relatively scarce and must be easily portable and divisible;

26. Define M1, M2 and M3 and understand that M2 is the definition used by the Fed to measure the money supply; Understand that the Fed’s primary function is to control the money supply;

27. Understand that the FOMC undertakes open market operations and that open market operations is the principle way in which the Fed changes the money supply; Understand that banking is changing rapidly;

28. Define required reserves and excess reserves and know how they are computed; Explain how a single bank can create money (increase the money supply); Explain what change would be required out of each of the three monetary policy tools of the Fed in order for the Fed to increase or decrease the money supply;

29. Explain why the demand for money curve slopes downward and the supply of money curve is vertical; Explain how the interest rate reaches equilibrium; Explain how a change in the money supply affects the economy using a Keynesian framework;

30. Discuss how the federal budget affects aggregate demand; Show how expansionary fiscal policies can be used to stimulate the economy; Show how contractionary fiscal policies can be used to restrain aggregate demand and eliminate inflationary GDP gaps;

31. Explain how built-in stabilizers in the federal budget moderate shifts in AD; discuss how the impact of fiscal policy on the economy can be measured; explain how supply-side fiscal policies can affect the economy over the long run and discuss the effectiveness of recent supply-side policies.

VII. Course Requirements and Evaluation Criteria:

a. Grading Scale – The following class grading scale is consistent with the university catalog (also see Appendix 2 for meaning of each grade):

92-100% = A
83-91%  = B
73-82%  = C
64-72%  = D
< 64    = F

b. Attendance Requirements – You must adhere to the attendance policy as specified by the University attendance policy (refer to the University Undergraduate catalog 2006-2008, Page 58) which stipulates that:

“Class attendance is required for all students enrolled in courses at the 100 and 200 levels, Class absences will be excused only when valid documentation is provided for participation in university sponsored activities, serious illness, and family emergencies. THE VALID DOCUMENTS MUST BE SUBMITTED IMMEDIATELY UPON RETURN; FAILURE TO DO SO WILL RESULT IN THE DOCUMENTS NOT BEING ACCEPTED OR CONSIDERED. Other absences may be excused at the discretion of the instructor, who may require documentation. Students must notify the instructor, in advance if possible, of the reasons for class absences. When prior notification is impossible, students are required to explain the reasons for their absences by the next class meeting. When students fail to explain class absences, those absences are unexcused. In accordance with the University rules and regulations and consistent with the University policy, a student will be assigned an EA grade (i.e. Excessive Absences grade) if his/her class absences exceed 10% of the total semester contact hours (i.e. 4 hours or 3 classes). Note that the EA grade replaces the WN grade which is discontinued effective August 16, 2007 (See appendix 2 for details of new grading system).

You must also adhere to the punctuality policy as specified by the University attendance policy (refer to the University Undergraduate catalog 2006-2008, Page 58) which stipulates that: “Students enrolled in courses at the 100 and 200 levels are required to arrive at each class meeting on time and remain in class until dismissed by the instructor. Students are responsible for notifying the instructor, in advance when possible, of reasons for late arrivals and early departures. Therefore, if the student comes late and/or departs before the class dismissed without any valid and substantiated reason he/she will be considered absent for that day. LATE ARRIVALS, EARLY DEPARTURES, GOING IN AND OUT WHILE THE LECTURE IS ONGOING ARE FORMS OF DISRUPTION AND ARE NOT TOLERATED WHATSOEVER.
FURTHERMORE STUDENTS ARE NOT ALLOWED TO COME MORE THAN 5 MNS LATE IN CLASS AND LEAVE EARLY WITHOUT PRIOR APPROVAL, OTHERWISE THEY WILL NOT BE ELIGIBLE FOR ATTENDANCE BONUS POINTS AND EXTRA CREDIT ASSIGNMENTS.

ATTENDANCE BONUS POINTS
To give you incentives to attend regularly the class you will be eligible for 10% of the total points of the final grade however you have to abide by the attendance and punctuality policies stipulated above and not engage in any form of disruption whatsoever (Please see the FSU Policy on disruptive behavior in the classroom below). Failure to abide by the attendance and punctuality policies your accumulated points will be forfeited. Therefore, if one has less than 83% attendance one will not be eligible for bonus points and will not be allowed to take the extra credit assignments. Furthermore, if the student sleeps in class and engages in disruptive behavior such as engaging in a conversation with classmates, does not pay attention to the ongoing lectures and/or class discussions, goes out of the classroom and comes back in while the lecture is ongoing, not only will he/she lose his/her attendance points but he/she will be dealt with using the proper administrative channels.

In addition students who have a perfect attendance (i.e. no unexcused absences and no tardies) and abide by the attendance and punctuality policies mentioned above will be rewarded with additional bonus points provided that the student abides by the rules. Note that there might be other substantial bonus points that are contingent upon the student’s good attendance track record and good behavior in class. More about the tardiness policy: you are allowed to be late up to the end of the roll call. Afterwards, you will be considered tardy.

c. Graded Assignments (Evaluation Criteria):
Exams & ASSESSMENT 100 points (32%)
Quizzes & Aplia Ass. 150 points (48%)
Economic News articles 10 points (3%)
Final Exam 50 points (17%)
TOTAL 310 points (100%)

Please note: If these evaluation criteria must be revised because of extraordinary circumstances, the instructor will post in Blackboard a written amendment to the syllabus.

Economic News articles: Short articles pertaining to current economic issues will be assigned to students on a rotational basis. The students chosen to present will be notified in advance. Each student will present at least 1 article during the course of the semester and the accumulated points will be worth 10 points. To earn full credit of the article presentations the student must select a current economic issue, summarize it and present it in class using PowerPoint. The time allotted for each student for the presentation cannot exceed 5 minutes. The student must submit it in CS at least 1 day prior to the presentation date. Failure to abide by the rule, the student will not be allowed to present the article or make it up.

Here are few sites where you can get Economic News articles: You can find these articles in the money/business sections of well-known News websites; example: www.usatoday.com; www.abc.com; www.yahoo.com; www.cnn.com; www.msn.com; www.economist.com.

EXAMS: There will be at least 2 exams with 2 possible attempts for each (if held online) and a FINAL EXAM scheduled for the term. There will be ABSOLUTELY NO MAKE UP EXAMS except for students who have documented evidence of unusual circumstances, like a medical emergency or family matters such as death, birth, marriage, etc. The exams will be in a Multiple Choice format and will be announced at least one week before their scheduled time.

Assessment: There will be one assessment common to all sections to determine student mastery of one of the core concepts of macroeconomics and its application in the real world. The assessment will be an essay administered in class and is worth about 14% to 16% of your final grade.

Quizzes: Many quizzes and assignments are scheduled for the term but only the best combined quizzes and assignments will be chosen and the others will be dropped. Consequently, there will be ABSOLUTELY NO MAKE-UP Quizzes and Assignments whatsoever. The Quizzes will be given online in a Multiple Choice format and will be announced at least one week before their scheduled time.
**Aplia Assignments:** You will be using the Aplia learning system software developed by Cengage to do all the chapters’ assignments. Cengage and FSU have entered into an agreement called an inclusive access agreement. What this means is that students will NOT be charged for the use of the technology when they register for their course. They will no longer have to purchase a code from the bookstore!

Furthermore, the Provost, when he signed off on the agreement, offered that the University can pay for the cost of this technology with grant money at this time. Essentially, Aplia will be at NO ADDITIONAL COST to the students for the time being!!

With the above agreement, the technology will change to a site license model that will be integrated into your Canvas (CS) course. Students will now log into CS to access Aplia. They no longer have to go out to CengageBrain to log in. They also will NOT need a course key.

To access the Aplia software simply log on to CS and click on the link “Modules” on the left-hand panel and then click on the link “Econ 211”. Then complete the registration process by entering your FSU username and password.

**Other Assignments:** may be assigned throughout the semester to count towards your total grade.

**WARNING 1:** This is not an online class. If you fail to come to class and take the tests at home, your grades will be null and void.

**WARNING 2:** If you get locked out of the test due to carelessness and inattention you will be penalized 5 points in the case of quizzes and 10 points in the case of an exam. In the event you get locked out due to circumstances beyond your control (substantiated by ITS) in both attempts, you will be allowed to retake the test at a later date. However if you get locked out of the first attempt and are able to successfully complete the second attempt, the latter will be graded and accepted without make-up for the first attempt.
FSU Policy on Disruptive Behavior in the Classroom

The Code of the University of North Carolina (of which FSU is a constituent institution) and the FSU Code of Student Conduct affirm that all students have the right to receive instruction without interference from other students who disrupt classes.

FSU Core Curriculum Learning Outcome under Ethics and Civic Engagement (6.03): All students will “prepare themselves for responsible citizenship by fulfilling roles and responsibilities associated with membership in various organizations.” Each classroom is a mini-community. Students learn and demonstrate responsible citizenship by abiding by the rules of classroom behavior and respecting the rights all members of the class.

The FSU Policy on Disruptive Behavior (see FSU website for complete policy) identifies the following behaviors as disruptive:

1. Failure to respect the rights of other students to express their viewpoints by behaviors such as repeatedly interrupting others while they speak, using profanity and/or disrespectful names or labels for others, ridiculing others for their viewpoints, and other similar behaviors;
2. Excessive talking to other students while the faculty member or other students are presenting information or expressing their viewpoints.
3. Use of cell phones and other electronic devices
4. Overt inattentiveness (sleeping, reading newspapers)
5. Eating in class (except as permitted by the faculty member)
6. Threats or statements that jeopardize the safety of the student and others
7. Failure to follow reasonable requests of faculty members
8. Entering class late or leaving class early on regular basis
9. Others as specified by the instructor.

The instructor may take the following actions in response to disruptive behavior. Students should recognize that refusing to comply with reasonable requests from the faculty member is another incidence of disruptive behavior.

1. Direct student to cease disruptive behavior.
2. Direct student to change seating locations.
3. Require student to have individual conference with faculty member. At his meeting the faculty member will explain the consequences of continued disruptive behavior.
4. Dismiss class for the remainder of the period. (Must be reported to department chair.)
5. Lower the student’s final exam by a maximum of one-letter grade.
6. File a complaint with the Dean of Students for more severe disciplinary action.

Students who believe the faculty member has unfairly applied the policy to them may make an appeal with the faculty member’s department chair.

VIII. Academic Support Resources:

The book’s online learning center: www.cengage.com
Economic Education Link: www.econedlink.org ;
Smarthinking, University College Learning Center,
Chestnut Library
SBE Computer labs in the second floor
IX. Course Outline:

COURSE OUTLINE (Tentative; Dates are subject to changes)

SESSION 1: Week of January 16 through Week of January 23:  MODULE 1
- Syllabus and Aplia Presentations;
- Reading Assignments: Chapters 1 & 2 in Aplia or using the book;
- Graphing Tools, Ask the instructor and all other resources under chapter’s folder;
- Download PP under chapter’s folder;
- Aplia Assignments for Chapter 1: due date will be announced
- Aplia Assignments for Chapter 2: due date will be announced
- Quiz on Chapter 1
- Quiz on Chapter 2:

SESSION 2: Week of January 30 through Week of February 6:  MODULE 2
- Reading Assignment: Chapters 3 & 4 in Aplia or using the book;
- Graphing Tools, Ask the instructor and all other resources under chapter’s folder;
- Download PP under chapter’s folder;
- Aplia Assignments for Chapter 3: due date will be announced
- Aplia Assignments for Chapter 4: due date will be announced
- Quiz on Chapter 3
- Quiz on Chapter 4:
- Exam 1 on Chapters 1 & 2: date will be announced

SESSION 3: Week of February 13 through Week of February 20:  MODULE 3
- Reading Assignment: Chapter 19 in Aplia or using the book;
- Graphing Tools, Ask the instructor and all other resources under chapters’ folders;
- Download PP under chapters’ folders;
- Aplia Assignments for Chapter 19: due date will be announced
- Quiz on Chapter 19:
SESSION 4: Week of February 27 through Week of March 6: MODULE 4
- Reading Assignment: Chapter 20 in Aplia or using the book;
- Graphing Tools, Ask the instructor and all other resources under chapter’s folder;
- Download PP under chapter’s folder;
- Aplia Assignments for Chapter 20: due date will be announced
- Quiz on Chapter 20:
- Exam 2 on Chapter 4: date will be announced

SPRING BREAK: Week of March 13

SESSION 5: Week of March 20 through Week of March 27: MODULE 5
- Reading Assignment: Chapter 21 in Aplia or using the book;
- Graphing Tools, Ask the instructor and all other resources under chapter’s folder;
- Download PP under chapter’s folder;
- Aplia Assignments for Chapter 21: due date will be announced
- Quiz on Chapter 21:
- Exam 3 on Chapter 20: date will be announced

SESSION 6: Week of April 3 through Week of April 10: MODULE 6
- Reading Assignment: Chapter 22 in Aplia or using the book;
- Graphing Tools, Ask the instructor and all other resources under chapter’s folder;
- Download PP under chapter’s folder;
- Aplia Assignments for Chapter 22: due date will be announced
- Quiz on Chapter 22:
- Exam 4 on Chapter 21 & 22: date will be announced
- Assessment
SESSION 7: Week of April 17 through Week of April 24:  MODULE 7
- Reading Assignments: Chapters 23 & 24 in Aplia or using the book;
- Graphing Tools, Ask the instructor and all other resources under chapter’s folder;
- Download PP under chapter’s folder;
- Aplia Assignments for Chapters 23 & 24: due date will be announced
- Quiz on Chapters 23 & 24:

SESSION 8: Week of May 1:  MODULE 8
- Reviews;
- Make Ups for those who have valid and documented excuses;
- Final Exam: date will be announced
X. Teaching Strategies
   Lectures
   Class Discussions
   Group Presentations
   Individual Presentations

XI. Bibliography:
McConnell and Brue, “Macroeconomics” McGraw-Hill higher Education
   University Undergraduate Catalog 2006-2008
Paul Mladenovic, “Stock Investing for Dummies” 2nd Edition WILEY.

XII. Conclusions:

NOTES:
The Syllabus can be downloaded from Blackboard under the section “Course Documents”

CLASS DISRUPTION:
I have zero tolerance for class disruption such as engaging in conversation with your classmates, not
turning off your cell phone, coming late all the time, going in and out of the class several times, etc… Those
who repeatedly go outside the class and stay there most of the class time will be considered absent and will
consequently lose the accumulated attendance points.

Bonus Points:
   a) Short article presentations pertaining to current economic issues and homeworks for
      bonus points could be assigned during the course of the term;
   b) Additional bonus points might be granted to the student due to participation, excellent
      attendance record, good behavior and good attitude in the classroom.

Final Grade:
Your final grade will be determined based upon your overall performance on the exams and article
presentations but also based on your attendance, participation and seriousness about the class.

I RESERVE THE RIGHT TO MAKE ANY CHANGES ON THE SYLLABUS THAT I FEEL APPROPRIATE
DURING THE COURSE OF THE TERM.
GOOD LUCK EVERYONE!
APPENDIX 1

REVISION OF GRADES – STUDENT RESPONSIBILITIES
The following revisions become effective on August 16, 2007.

WN GRADE DISCONTINUED:


STUDENTS: Do not expect faculty to withdraw you for non-attendance. Drop or withdraw* from classes according to the deadlines published in the catalog. *See warning below about class withdrawals.

NEW TYPE OF GRADE: INTERIM GRADES – (New name for “midterm grade,” with additional purposes). Interim grades will be assigned from the first week of the semester until the deadline for class withdrawals. Interim grades are used for informational and warning purposes only; they are not part of your permanent transcript and have no effect on your GPA. Instructors may assign interim grade of F to warn students of poor academic performance or they may assign “X” or “EA” grades. (See below for explanations) After midterm, faculty will assign all students an interim grade of A – F to inform students of their academic status as of midterm.

- INTERIM GRADE X = NO SHOW – Assigned to students who are on a class roster, but never attend class. For warning purposes only; NOT a final grade.

STUDENTS: Check interim grades early in the semester. If you have an X grade, either begin attending the class or withdraw* from it. *See warning below about class withdrawals. If you do not take action in response to an X grade, you will receive a final grade of FN. (See “FN” below)

- INTERIM GRADE EA = EXCESSIVE ABSENCES - Assigned to students whose class absences exceed 10% of the total contact hours. For warning purposes only, NOT a final grade.

STUDENTS: Check your interim grades often. If you have an “EA” grade for a class, you are in jeopardy of failure if you do not take immediate actions. Either resume attending the class or withdraw from it. *See warning below about class withdrawals.

NEW FINAL GRADE:

- FN = FAILURE DUE TO NON-ATTENDANCE – Assigned to students who are on class roster, but never attend the class. An FN grades is equivalent to an F grade in the calculation of the GPA.

STUDENTS: You must attend (or withdraw* from) all the classes for which you are enrolled. *See warning below about class withdrawals.

WARNING ABOUT CLASS WITHDRAWALS:

- When you withdraw from a class, you are wasting your money and time. You receive no refund for withdrawing from individual classes and you slow your progress toward degree completion.
If you withdraw from or fail more than one-third of your classes, you will no longer be eligible for financial aid.

STRIVE TO EARN CREDIT FOR ALL THE CLASSES IN WHICH YOU ENROLL; WITHDRAW FROM CLASSES ONLY WHEN IT IS ABSOLUTELY NECESSARY!

APPENDIX 2

Final Grades – This policy becomes effective on August 16, 2007

Final grades are calculated on a four-point system and affect a student’s grade point average as indicated below. Faculty members will delineate in each class syllabus the methods and evaluative criteria for determining final grades in the class.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Credit Hours</th>
<th>Quality Points</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Hours attempted and earned</td>
<td>4 per credit hour;</td>
<td>Exceptionally high</td>
</tr>
<tr>
<td>B</td>
<td>Hours attempted and earned</td>
<td>3 per credit hour</td>
<td>Good</td>
</tr>
<tr>
<td>C</td>
<td>Hours attempted and earned</td>
<td>2 per credit hour</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>D</td>
<td>Hours attempted and earned</td>
<td>1 per credit hour</td>
<td>Marginally passing</td>
</tr>
<tr>
<td>F</td>
<td>Hours attempted – Not earned</td>
<td>0 per credit hour</td>
<td>Failing</td>
</tr>
<tr>
<td>FN</td>
<td>Hours attempted – Not earned</td>
<td>0 per credit hour</td>
<td>Failing due to non-attendance. (Student registered, but never attended.)</td>
</tr>
<tr>
<td>W</td>
<td>Hours attempted – Not earned</td>
<td>No impact on GPA</td>
<td>Class withdrawal prior to deadline (see Academic Calendar)</td>
</tr>
<tr>
<td>P</td>
<td>Hours attempted and earned</td>
<td>No impact on GPA</td>
<td>Satisfactory - Assigned only in classes specified as Pass/Fail</td>
</tr>
<tr>
<td>WU</td>
<td>Hours attempted – Not earned</td>
<td>No impact on GPA</td>
<td>Withdrawal from all classes for semester or term</td>
</tr>
<tr>
<td>AU</td>
<td>Hours attempted – Not earned</td>
<td>No impact on GPA</td>
<td>Auditing</td>
</tr>
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</table>