



University Courses & Curricula Committee 2020-2021

March 3rd, 2021
Zoom Host
12:45pm-2:45pm

Call to Order 12:45pm

- Welcome from Chair Wendy Krause
- Remarks and Updates from OUCCAS/DASA
- Approval of UCCC February 17th, 2021 Minutes
- Course and Curricular Business

Old Business

College of Humanities and Social Sciences			
Presenter	Reviewers	Action	Type
Knowles	Duggins, Muse, Rabasco	16WLM World Cultural Literacy Minor	Returning from 18 November 2020 Meeting Revisions: Course Prefix (16WCLM)

New Business

Consent Agenda		
Action	Type	Notes
PER 102 Elementary Persian II	Minor	Revisions
PHI 494 Research and Writing in Ethics	Minor	Revisions
PHI 495 Research and Writing in History of Philosophy	Minor	Revisions
PHI 496 Research and Writing in Contemporary Philosophy	Minor	Revisions
TT 341 Knitted Fabric Technology	Minor	Revisions
WGS 293 Special Topics in Women's, Gender, and Sexuality Studies	Minor	Revisions
WGS 310 Women's, Gender, and Sexuality Studies Internship	Minor	Revisions
WGS 350 Emerging Issues in Women's, Gender, and Sexuality Studies	Minor	Revisions
WGS 393 Special Topics in Women's, Gender, and Sexuality Studies	Minor	Revisions
WGS 493 Special Topics in Women's, Gender, and Sexuality Studies	Minor	Revisions
Leadership: Cross Disciplinary Perspectives (24SLC) Minor	Minor	Revisions

College of Agriculture and Life Sciences			
Presenter	Reviewers	Action	Type
Merrill	Muse, Rucker, Zagacki	HS 462/562/ FS 462/ 562 Postharvest Physiology	Revisions: Dual-Level, Offering, Delivery, Grading Method, Course Length, Contact Hours, DELTA, Prerequisites, SLO, Eval
Merrill	Rabasco, Janca, Reynolds	NTR 411 / NTR 511 Public Health Perspectives in Infant Feeding	New Course
Merrill	Knowles, Schaffer, Harrington	NTR 412 / NTR 512 Clinical Concepts in Infant Feeding	New Course
Pratt Phillips	Hergeth, Walsh, Hessling	NTR 413 / NTR 513 Clinical Concepts in Infant Feeding Laboratory	New Course
Pratt Phillips	Driscoll, Pacifi, Duggins	NTR 440 / NTR 540 Child & Adolescent Nutrition	New Course

College of Engineering			
Presenter	Reviewers	Action	Type
Reynolds	Merrill, Zagacki, Knowles	CE 332 Civil Engineering Materials	Revisions: Title, Abbrev. Title, Delivery, Grading Method, Credit Hours, Length, Contact Hours, SLO, Eval

College of Humanities and Social Sciences			
Presenter	Reviewers	Action	Type
Driscoll	Pacifi, Muse, Rucker	REL 380 Emotion and Religion	New Course
Driscoll	Janca, Schaffer, Walsh	SW 300 Research Methods in Social Work	Revisions: Offering, Delivery, Length, Attributes (GEP), DELTA, Prerequisites, Catalog Description, SLO, Eval

College of Natural Resources			
Presenter	Reviewers	Action	Type
Pacifi	Harrington, Pratt Phillips, Hessling	Accelerated Bachelor's to Master's in Fisheries, Wildlife and Conservation Biology 15FWABMMR//15FWABMMS	New Concentration

College of Sciences			
Presenter	Reviewers	Action	Type
Muse	Rucker, Seracino, Duggins	BIO 269 Research in the Life Sciences II: Guided Research	Revisions: Offering, Delivery, Contact Hours, Catalog Description, SLO, Eval
Muse	Schaffer, Driscoll, Hergeth	COS 110 Exploring Issues of Diversity, Equity, and Inclusion in the Sciences	New Course

Wilson College of Textiles			
Presenter	Reviewers	Action	Type
Hergeth	Janca, Pratt Phillips, Rabasco	FTM 416 The Fashion Industry	Revisions: Offering, Delivery, Grading Method, Contact Hours, SLO, Eval
Hergeth	Zagacki, Merrill, Reynolds	FTM 420 Retail Buying in Fashion and Textiles	Revisions: Abbrev. Title, Offering, Delivery, Grading Method, Course Length, Contact Hours, Prerequisites SLO, Eval
Hergeth	Driscoll, Muse, Hessling	T 499 Internship in Textiles	New Course

SLO= Student Learning Outcomes

Discussion:

Notes:

- To view actions, please click on the hyperlink. You may need to use your Unity ID to log in.
- If you experience issues logging in, please go to <https://next-catalog.ncsu.edu/courseadmin/> and type the course prefix and number into the search bar.



University Courses and Curricula Committee

February 17th, 2021
Hosted Via Zoom
Call to Order: 12:XX PM

Members Present:

Wendy Krause (Chair) Rudi Seracino (Past Chair), Helmut Hergeth (Chair Elect), Shannon Philips, Melissa Merrill, James Knowles, Catherine Driscoll, Kristen Schaffer, Peter Hessling, Kanton Reynolds, Peter Janca, Joseph Roise, Spencer Muse, Jonathan Duggins, Renee Harrington, Peggy Domingue, Rob Rucker, Kenneth Zagacki, Jorden Rabasco, Lara Pacifici

Absent Members:

 Thomas Walsh

Guests: Erin McKenney, Travis Park, Alyson Wilson, Helen Krause, Rodney Washcka, [Michael Struett](#), Bill Fortney, Daniel Gruehn, Elsa Yongsteadt

Ex-Officio Members Present: Li Marcus, Lexi Hergeth, Kyle Pysher, Stephany Dunstan, John Harrington

WELCOME AND INTRODUCTIONS

- **Remarks from Chair** – The chair welcomed the members and introduced the guests and proxies.
- **Remarks from OUCCAS/DASA** – Li explained that the weeks provided are a best practice, not a requirement, which has been corrected in the CIM help bubbles.
- **Approval of the Minutes from February 3, 2020** – Approved
Discussion: Move to approve by Helmut Hergeth.

NEW BUSINESS

- **Consent Agenda** – Approved with one abstain
Discussion: The consent agenda was moved to approve.
- **AEC 470/570 Urban Ecology** – Approved Pending
Discussion: This new course was presented by Shannon Pratt Phillips. Member asked where the syllabus is. Motion to amend the motion pending the approval of the syllabus by the college.
- **AEC 350 Personal Leadership Development in Agriculture and Life Sciences** – Approved Pending
Discussion: This course was presented by Shannon Pratt Phillips. Member brought attention to the syllabus and 15 weeks instead of the usual 16 weeks in the course length, the topic schedule seems fine.
- **BS Agricultural Science** – Approved with abstain.
Discussion: This curricular action was presented by Melissa Merrill. On page nineteen, under section five resources indicates all courses included in this degree, guest Travis Park clarified that this is not just during covid, but moving forward all the courses will be online and the sentence is to indicate that students would be able to complete the information without stepping onto Campus. Li confirmed this an additional step to the program that is going through the proper channels. Member asked if there has been a consideration about proctoring exams, but the college assured members that they are already teaching these courses online and have that under control.
- **Horticultural Science Minor (11HSM)** – Approved
Discussion: This curricular action was presented by Melissa Merrill.
- **DSC 495 Special Topics in Data Science** – Approved
Discussion: This new course was presented by Spencer Muse, but came through under the provost's office. Member asked for follow up on how this approval process works for these courses but primary how these courses will function out of the provosts' office. Guest Alyson Wilson and Spencer Muse explained these courses would be for a minor, not a degree program. Member asked who is responsible for reviewing the syllabus, Alyson Wilson explained a committee of faculty members is responsible for the course proposal and the syllabus. Members asked if there are more specific student learning outcomes, but in alignment with what the subcommittee thought a few years ago, this is a true shell and the outcomes are fine as "varies by topic". Member returned to this course to let the instructor know that the grading in the sample syllabus is outside the ranges provided in CIM for a few of the elements and noted this causing inconsistency.
- **Applied Sociology Minor (11SAM)** – Approved

Discussion: This curricular drop was presented by Catherine Driscoll.

➤ **Art Studies Minor (12ARTM) – *Approved***

Discussion: This curricular action was presented by Catherine Driscoll.

➤ **Law and Justice Minor (16LJM) – *Approved***

Discussion: This curricular action was presented by Catherine Driscoll.

➤ **CSC 498 Independent Study in Computer Science – *Approved***

Discussion: This new course was presented by Kanton Reynolds.

➤ **MES 300 Systems Engineering – *Withdrawn***

Discussion: This course was presented by Kanton Reynolds. Member asked if the course is taught in New Bern, and if the course needs to be in person and how that will work, the presenter responded that the course would not need to be in person. Member made a comment that the syllabus, while reviewed by the college, seems to have multiple issues including the description and other required items. Presenter indicated there college meeting is tomorrow and they will bring that up. Guest Bill Fortney indicated he used the syllabus tool and asked the member for specific information on what is different in the syllabus and CIM record. The member went through theses and realized the current syllabus in CIM might not be the most recent version of the syllabus. Lexi and Li offered the newly revised syllabus checklist. Presenter withdrew the motion to rectify the syllabus and update any issues before returning.

Discussion:

Meeting adjourned: 1:28 PM.

Respectfully submitted by Lexi Hergeth

MINOR FIELD OF STUDY REQUIREMENTS:		
Required Courses/Groups/ Electives:	Credit Hours	Notes
<p>Indicate if course or course groupings have a C-wall or MGPA requirement and which are considered Critical Path courses – indicate with (CP) next to applic. course.</p> <p>C- or better required in courses counting towards the minor</p> <p>1-World Cultural Literacy WCL Core: 400-lvl or above Elective (Requirement: 000035330) ENG 406, 407, 466, FL 406, 407 Enrollment in 500-level courses requires permission from minor advisor and home department of the course</p> <p>WCL Core: 300-lvl or above Elective (Requirement: 000035331) AFS 349, CLA 320, [add new] CLA 325, ENG 329, 349, 392, 393, 394, 406, 407, 466, FL 392, 393, 394, 406, 407, [add new] FLR 303, 304, 318, HI 300, 301, 302, 303, 310, 370, 371, 374, REL 311, 312, 317, 331, 332, 333, 334, 340, 350, 383</p> <p>WCL Core Elective (Requirement: 000035332) AFS 349, CLA 210, [add new] CLA 215, 320, [add new] CLA 325, ENG 219, 220, 221, 222, 223, 224, 246, 255, 275, 329, 349, 392, 393, 394, 406, 407, 466, FL 216, 219, 220, 221, 222, 223, 224, 246, 275, 392, 393, 394, 406, 407, [add new] FLR 303, 304, 318</p> <p>2-Related Cultural Course</p> <p>Related Cultural Course (Requirement: 000035333) AFS 275, 276, HA 201, 202, 298, HI 207, 208, 209, 210, 214, 215, 216, 217, 263, 264, 270, 275, 276, 370, 371, 374, 407, 408, MUS 200, 201, 202, PHI 300, 301, 302, 310, 401, 403, REL 210, 230, 311, 312, 314, 317, 331, 332, 333, 334, 340, 350, 383, 407, 408, 412, 413</p>	<p>3</p> <p>6</p> <p>3 6</p> <p>3</p>	
<p>Total credit hours required to complete minor Minimum 15 hours required</p>	15	

To: University Courses and Curriculum Committee
From: Department of Foreign Languages and Literatures (FLL)
Date: September 15, 2020
Re: Addition of five World Cultural Literacy Courses to World Cultural Literacy Minor (16WCLM)

Proposed Revision: This is to request that the following courses be added to the World Cultural Literacy courses list of the World Cultural Literacy Minor (16WCLM).

- CLA 215 The Ancient World in Modern Media
- CLA 325 Gender, Ethnicity & Identity in the Ancient World
- FLR 303 Russian Literature in Translation: The Nineteenth Century
- FLR 304 Russian Literature in Translation: The Twentieth Century
- FLR 318 Russian Cinema and Society

Justification:

After the 16WCLM was set up, faculty reconsidered courses that they were already teaching and proposed them as part of the Minor. All five of these courses fit the criteria for World Cultural Literacy Courses as they are literature, cultural texts, or film in translation.

Resulting Requirements: These courses would be added to the existing World Cultural Literacy list on the minor (not to the "Related Cultural Courses" list).

North Carolina State University


This request has been reviewed and approved by the appropriate campus committees and authorities.

Completed Proposal

Endorsed By:

J Scott Despain 11/3/2020
Head, Department/Program Date

Recommended By:

	11/3/2020
Chair, College Curriculum Committee	Date

Endorsed By:


Deanna Daniels 11/3/2020
College Dean Date

Proposal moves to Undergraduate or Graduate office for routing

Recommended By:

Vice Provost, DELTA (if DE degree/certificate)	Date
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Recommended By:


Chair, University Courses & Curricula Committee
or Administrative Board of the Graduate School

Date 11/24/2020

Approved By:

Dean, DASA or the Graduate School

NC STATE

Hope Ziglar <hziglar@ncsu.edu>

Re: Signature Request (time sensitive)

1 message

Deanna Dannels <dpdannel@ncsu.edu>

Tue, Nov 3, 2020 at 3:42 PM

To: Hope Ziglar <hziglar@ncsu.edu>

Approved!

On Tue, Nov 3, 2020 at 3:28 PM Hope Ziglar <hziglar@ncsu.edu> wrote:

Hi Deanna,

Would you please confirm your approval via email for HSS committee approved revisions to 16TEFLM and 16WCLM? I am able to stamp the attached with your signature.

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

From: **David Austin** <david_austin@ncsu.edu>

Date: Tue, Nov 3, 2020 at 3:02 PM

Subject: Re: Signature Request (time sensitive)

To: Hope Ziglar <hziglar@ncsu.edu>

The signed form is attached.

Thanks.

David.

On Tue, Nov 3, 2020 at 2:28 PM Hope Ziglar <hziglar@ncsu.edu> wrote:

Hello,

Please see attached signature request.

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

From: **Scott Despain** <despain@ncsu.edu>

Date: Tue, Nov 3, 2020 at 1:02 PM

Subject: Re: Signature Request (time sensitive)

To: Hope Ziglar <hziglar@ncsu.edu>

Hi Hope,

Here's the signed page; now a pdf.

Scott

On Tue, Nov 3, 2020 at 12:12 PM Hope Ziglar <hziglar@ncsu.edu> wrote:

Hi Scott,

Would you please sign the attached and return to me? It will be submitted with revisions to TEFL and WCLM revisions.

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Hope Ziglar
Student Services Specialist
College of Humanities and Social Sciences
NC State University
106 E Caldwell Hall
919 513-1831 Voice
919 515 9419 Fax

**NORTH CAROLINA STATE UNIVERSITY
UNDERGRADUATE CURRICULUM ACTION FORM
Academic Minor**

DEPARTMENT(S):

____Shelton Leadership Center____

TYPE OF PROPOSAL:

New Minor: _____

TITLE OF THE MINOR:

Revision to Minor: X

____Leadership: Cross-Disciplinary Perspectives____

Discontinuation: _____

PROPOSED EFFECTIVE DATE: _____Spring 2021_____ APPROVED EFFECTIVE DATE: _____

ATTACHMENTS INCLUDED:

1. Statement of Justification

Since the last revision to the minor, Spring 2017, interest and credibility to the discipline of leadership continues to expand across the university. The Shelton Leadership Center seeks to increase the number of course options to students to broaden their leadership perspectives and expand their knowledge on leading through a cross-discipline perspective. Courses the Shelton Leadership Center proposes to add to the minor are offered through the following colleges: College of Agriculture & Life Sciences, College of Humanities, College of Education, College of Textiles, Poole College of Management and University College.

2. Statement of Academic Minor Program Objectives

A primary objective of the minor is to educate the student to be knowledgeable as a cross-disciplinary (functional) leader within whatever professional field he/she seeks beyond graduation. The student should develop an ability to see his or her own leadership competencies within the context of their academic field, and then in relation to working across disciplines. The Minor is designed to provide students with a broad understanding for how to work more collaboratively, creatively, and effectively with people from disciplines outside of their origination.

3. List of Courses constituting the Proposed Minor

Required (3 hrs): SLC 250 Critical & Creative Decision Making Models

Elective Courses:

Cross-Functioning Teams (3 hours):

Choose 1:

AEE 350 Personal Leadership Development in Agriculture and Life Sciences (No prerequisite)

EI 201 Exploring Interdisciplinary Entrepreneurial Thinking (No prerequisite)

LPS 205 International Leadership for the Public Sector (DE) (No prerequisite)

LPS 302 Diversity and Leadership in the Public Sector (DE) (No prerequisite)

MIE 201 Introduction to Business Processes

USC 220: Leadership and the Resident Mentor

USC 240 Leadership and Coalition Building in Diverse Communities (Prerequisite: Class Level = Sophomore, Junior, or Senior)

NS210 Leadership and Management (No pre-requisite)

SLC 350 Leadership and Negotiation

Values/Ethics (3 hours):

Choose 1:

AEE 323 Leadership Development in Agriculture and Life Sciences (No prerequisite)

AEE 332 Youth Leadership Development (Prerequisite: AEE 323)

AEE 350 Personal Leadership Development in Agriculture and Life Sciences (No prerequisite)

EAC 301 Introduction to Leadership Fundamentals (Prerequisite: Class Level = Sophomore, Junior, or Senior)

MIE 306 Managing Ethics in Organizations

MS 101 Introduction to Leadership and Values I (Prerequisite: Class Level = Freshman or Sophomore)

NS-420 Leadership and Ethics (Prerequisite: Class Level = Senior)

PRT/HESM 215 Principles and Practices of Outdoor Leadership (No prerequisite)
SLC 300 Leading With An Ethical Perspective

Leadership (3 hours):

Choose 1:

AEE 434 Collaborative Leadership: Building Partnerships Across Community Programs (AEE 323 encouraged but not required) (course dropped)

AEE 350 Personal Leadership Development in Agriculture & Life Sciences

AEE 360 Developing Team Leadership in Agriculture & Life Sciences

AEE 460 Organizational Leadership Development in Agriculture and Life Sciences (Prerequisite: AEE 323) (note: the course was approved with original request of minor)

AFS 344 Leadership in African American Communities (No prerequisite)

AS 321 - Air Force Leadership Studies I (Prerequisite: Successful completion of Field Training)

AS 322 - Air Force Leadership Studies II (Prerequisite: Successful completion of Field Training)

COM 466 Nonprofit Leadership & Development (No prerequisite)

EMA 110 Introduction to Arts Entrepreneurship (No prerequisite)

FTM 487 : Human Resource Management and Leadership in the Textile and Fashion Industries

HESA 229: Scuba Leadership (Prerequisite: HESA 227 or equivalent skill)

PRT/HESM 215 Principles and Practices of Outdoor Leadership (No prerequisite)

LPS 200: Introduction to Public Leadership (DE) (No prerequisite)

LPS 315: Public Leadership

MS 201 Intermediate Leadership Theory (No prerequisite)

MS 301 Military Leadership and Training Management (Prerequisite: ROTC advanced course cadet)

PRT 359: Leadership and Supervision in Recreation (Prerequisite: PRT 250)

SLC 401: Independent Study in Leadership Theory Application

SLC 450: Applied Leadership Skill-Building within an Internship Experience

3.4. Catalog Description of Proposed Minor

The Leadership: Cross Disciplinary Perspectives minor is a 15-hour minor that is designed for students who seek to gain greater knowledge and understanding of leadership perspectives from a variety of academic fields of study. The coursework is composed of courses grounded in theory, inquiry, and application. The student has the opportunity to select the specific courses which best fulfill his/her needs while maintaining a broad perspective on leadership across fields of study. The student in the minor may be preparing for graduate work or any field of study within the university.

4.5. Administration of the Minor (Contact information for Administrator of the Minor) Deborah Reno Acker; dlreno@ncsu.edu;

919-513-0150

5.6. Requirements for Admission and Completion of the Minor

Students are required to meet with the ~~contact person~~ program coordinator for the minor to discuss expectations established for the Leadership: Cross-Disciplinary Perspectives minor and complete an application form. Completion requirements of the Minor include: a minimum of 15 required credit hours; a minimum overall GPA of 2.5 in the minor; for grade coursework only; and four ~~college sub~~-discipline areas represented toward minor requirements. unless the student is selecting the SLC 450 Applied Leadership Skill-Building within an Internship Experience for six credits. If a student takes SLC 450 for six credits, the student is expected to take a course from each category, as well as the SLC 250 required course for a total of 15 credits. All other requirements remain the same to meet expectations for the minor. The program coordinator will certify the minor prior to graduation. A minimum of 12 of the 15 required credit hours must be completed ~~at~~ through NC State. The Minor must be completed no later than the final semester in which the student expects to graduate from his or her degree program. Paperwork for certification must be completed no later than during the registration period for the student's final semester at NC State.

6.7. Statement on Other Departments Likely to be Affected and Summary of Consultations with those Departments

Please see attached consults with the following colleges: College of Agriculture & Life Sciences, College of Humanities, College of Education, College of Textiles, Poole College of Management and University College.

7.8. Optional: Projected Resources and Enrollment

REQUIRED SIGNATURES:

OTHER REQUIRED SIGNATURES AS NEEDED:

Deborah Adler 1-21-2021
Head, Department/Program Date

Jennifer Capps 02.10.2021
Chair, College Curriculum Committee Date

Chair, College Curriculum Committee Date

[Signature] 2.12.21
College Dean Date

College Dean Date

Chair, University Courses & Curricula Committee Date

Dean, Division of Academic and Student Affairs (DASA) Date

NC STATE

Deborah Acker <dlreno@ncsu.edu>

Fwd: Request: Consult with College of Agriculture & Life Sciences

1 message

Bret Smith <bhsmith6@ncsu.edu>

Tue, Dec 1, 2020 at 12:18 PM

To: Kasey Harris <kkharris@ncsu.edu>, Deborah Acker <dlreno@ncsu.edu>, Jennifer Capps <jennifer_capps@ncsu.edu>

Bret H. Smith
Interim Dean, University College
Division of Academic and Student Affairs
308 Park Shops
Raleigh, NC 27695

Office: 919.515.6605

<https://dasa.ncsu.edu/step-by-step-help-topics/>
<https://dasa.ncsu.edu/academics/keep-learning/>

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

From: **Jackie Bruce** <jabruce2@ncsu.edu>

Date: Fri, Oct 30, 2020 at 12:37 PM

Subject: Re: Request: Consult with College of Agriculture & Life Sciences

To: John Dole <jmdole@ncsu.edu>, Bret Smith <bhsmith6@ncsu.edu>

Cc: Katherine McKee <katie_mckee@ncsu.edu>

Hello John and Bret,

Thanks for the opportunity to weigh in here.

A couple of things that are important to note. AEE 323 has NOT been discontinued. AEE 332 has been. AEE 323 is now, in fact, also listed as a social science elective. So we definitely want to leave AEE 323 as an option.

Additionally, we are no longer teaching AEE 433. After the combining of the department we realized that was a duplication of effort with what Harriet Edwards was teaching in the YFCS degree program. And so the remainder of the students needing 433 to finish their degree programs are taking one of Harriet's grad level courses.

In addition to AEE 360 being listed as an option for students we would also like to offer AEE 350 and AEE 460 as options if they are not already. AEE 350 is currently also going through the process to become a social science designee.

Do let us know if there is anything else you need from us. Have a great Friday!

*With my gratitude,**Jackie Bruce*

~~~~~  
Jackie Bruce, PhD  
Associate Professor & Director of Graduate Programs for [Agricultural & Extension Education](#)  
Co-Director [Oaks Leadership Scholars Program](#)  
[Agricultural & Human Sciences Department](#)  
[NC State University](#)  
213 Ricks Hall; Campus Box 7607  
Raleigh, NC 27695  
919-515-8801  
Twitter: [@\\_Jackie\\_Bruce](#)  
<https://www.youtube.com/watch?v=j2t8p7pIowc>



The Shelton Leadership Center seeks to submit revisions for the 24SLCM Leadership: Cross-Disciplinary Perspectives. Since the last revision to the minor, Spring 2017, interest and credibility to the discipline of leadership continues to expand across the university. The Shelton Leadership Center seeks to increase the number of course options to students to broaden their leadership perspectives and expand their knowledge on leading through a cross-discipline perspective.

Courses the Shelton Leadership Center seeks the consideration from the College of Agriculture & Life Sciences to add to the minor are the following:

AEE 360 Developing Team Leadership in Agriculture & Life Sciences

AEE 433 Leadership and Management of Volunteers in Agricultural and Extension Education

We have identified through CIM that the following courses in the College of Agriculture & Life Sciences have since been dropped, therefore we will be dropping these from the minor offering:

AEE 323 Leadership Development in Agriculture and Life Sciences (No prerequisite)

AEE 434 Collaborative Leadership: Building Partnerships Across Community Programs (AEE 323 encouraged but not required)

We appreciate the College's consideration for a consult regarding the 24SLC minor.

I have attached draft of the minor revisions that SLC intends to submit for approval.

Please let us know if there is additional information we can provide regarding the minor.

Sincerely,  
Debbie

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**Dr. Debbie Reno Acker**

Senior Associate Director, Operations and Academic Programs

Shelton Leadership Center

Affiliate Graduate Faculty, Comparative Biological Sciences

College of Veterinary Medicine

(o) 919-513-0150

(f) 919-513-4813

[sheltonleadership.ncsu.edu](mailto:sheltonleadership.ncsu.edu)

NC State University

General Shelton Leadership Center

Campus Box 7133

Raleigh, NC 27695-7133

**NC STATE**



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John M. Dole

Associate Dean & Director, Academic Programs

College of Agriculture and Life Sciences

111 Patterson Hall, Campus Box 7642

North Carolina State University

Raleigh, NC 27695-7642

919-515-2614 (phone)

<https://cals.ncsu.edu/>

***Feedback from the College of Humanities & Social Sciences regarding the proposed updates to 24SLCM - Leadership: Cross-Disciplinary Perspectives.***

**Response to the overall objectives of the proposal (to expand the list of course options)**

- We believe it is good to offer students additional opportunities and flexibility to satisfy requirements when possible and appropriate, so we appreciate the efforts of the minor program leadership to stay abreast of relevant new courses and to add them to the list of options.

**Response to the addition of LPS 315 to the list of minor course options**

- Given the relatively small size of the minor and the existing role of LPS in the minor curriculum, our college supports the addition of LPS 315 to the minor curriculum in the manner indicated in the program revision documentation.

**Additional courses from our college we offer for your consideration**

- Our college teaches additional courses that we believe may also be appropriate to include in the Ethics/Values list in the minor course options. Only the last course has a prerequisite. If the minor program leadership agrees that there is a fit with the minor objectives, we would support the addition of any or all of the following courses to that list: PHI 214, 221, 227, 309, 319, 325, 375, and 376. Course descriptions of each are included below to facilitate such consideration.

**PHI 214 Issues in Business Ethics (3 credit hours)**

An analysis and evaluation of major issues in business ethics. Topics include the social responsibility of business; social justice and free enterprise; the rights and duties of employers, employees, manufacturers, and consumers; duties to the environment, the world's poor, future generations, and the victims of past injustices; the moral status of the corporation; and the ethics of advertising.

*GEP Humanities*

*Typically offered in Fall, Spring, and Summer*

**PHI 221 Contemporary Moral Issues (3 credit hours)**

Philosophical analysis and theory applied to a broad range of contemporary moral issues, including euthanasia, suicide, capital punishment, abortion, war, famine relief, and environmental concerns.

*GEP Humanities*

*Typically offered in Fall, Spring, and Summer*

**PHI 227: Data Ethics (3 credit hours)**

**Units: 3**

Application of theories of moral right to issues such as free speech and "information pollution"; privacy and security; and algorithmic fairness, inequality and transparency.

*GEP: Humanities*

*GEP: Interdisciplinary Perspectives*



*Offered in Fall Spring Summer*

**PHI 309 Political Philosophy (3 credit hours)**

Philosophical study of important political ideas and values such as liberty, equality, justice, rights, and democracy. May include readings from classical and contemporary sources.

Prerequisite: One PHI course

*GEP Humanities*

*Typically offered in Spring only*

**PHI 319 Africana Political Philosophy (3 credit hours)**

Africana thought on central issues in political philosophy such as justice, equality and state authority in the work of select African-American Philosophers. Material from African and Caribbean traditions may also be considered.

*GEP Humanities, GEP U.S. Diversity*

*Typically offered in Fall only*

**PHI 325/STS 325 Bio-Medical Ethics (3 credit hours)**

Interdisciplinary examination and appraisal of emerging ethical and social issues resulting from recent advances in the biological and medical sciences. Abortion, euthanasia, physician-assisted suicide, compromised infants, aids, reproductive technologies, and health care. Focus on factual details and value questions, fact-value questions, fact-value interplay, and questions of impact assessment and policy formulation.

*GEP Humanities, GEP Interdisciplinary Perspectives*

*Typically offered in Fall, Spring, and Summer*

**PHI 375 Ethics (3 credit hours)**

Examination of traditional questions of philosophical ethics: What are the principles of moral conduct? What sort of life is worthy of a human being? Includes both classic and contemporary literature.

*GEP Humanities*

*Typically offered in Fall and Spring*

**PHI 376 History of Ethics (3 credit hours)**

Topics in the history of ethics. Philosophers to be studied may include Plato, Aristotle, Aquinas, Butler, Hume, Kant, Sidgwick and Nietzsche.

Prerequisite: One PHI course

*GEP Humanities*

*Typically offered in Fall only*

**NC STATE**

Deborah Acker &lt;dlreno@ncsu.edu&gt;

**Fwd: Request: Consult with Wilson College of Textiles**

1 message

**Bret Smith** <bhsmith6@ncsu.edu>

Fri, Jan 15, 2021 at 11:02 AM

To: Deborah Acker &lt;dlreno@ncsu.edu&gt;, Kasey Harris &lt;kkharris@ncsu.edu&gt;

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

From: **Pamela McCauley** <pmccaul@ncsu.edu>

Date: Fri, Jan 15, 2021 at 10:47 AM

Subject: Re: Request: Consult with Wilson College of Textiles

To: Bret Smith &lt;bhsmith6@ncsu.edu&gt;

Hi Bret,

My apologies, I thought I responded. The College and TATM Department were enthusiastic and supports this request.

Let me know if you have any questions.

Thanks,

Pamela

CNR has no comment. Usually, these comments are attached to the program or course action.

Pamela R. McCauley, Ph.D., CPE

Associate Dean for Academic Programs, Diversity, Equity and Inclusion

Professor | Department of Textile and Apparel, Technology and Management (TATM)

Wilson College of Textiles

NC State University

P: 919.513.2410

textiles.ncsu.edu

On Fri, Jan 15, 2021 at 10:24 AM Bret Smith &lt;bhsmith6@ncsu.edu&gt; wrote:

Hi Pamela,

I am trying to close the loop on this. I thought you had sent a reply, but now that I am looking for it. I cannot find it.

Regards,

Bret

Bret H. Smith

Interim Dean, University College

Division of Academic and Student Affairs

308 Park Shops

Raleigh, NC 27695

Office: 919.515.6605

<https://dasa.ncsu.edu/step-by-step-help-topics/><https://dasa.ncsu.edu/academics/keep-learning/>



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

From: **Pamela McCauley** <pmccaul@ncsu.edu>

Date: Tue, Oct 27, 2020 at 8:45 AM

Subject: Re: Request: Consult with Wilson College of Textiles

To: Bret Smith <bhsmith6@ncsu.edu>

Cc: Deborah Acker <debbie\_acker@ncsu.edu>, Jennifer Capps <jennifer\_capps@ncsu.edu>, Li Marcus <lamarcus@ncsu.edu>

Hi Bret,

Thanks for reaching out and forwarding this request. Yes, I'm definitely still drinking from a firehose - 😊 !

I'll be in touch as this is on my calendar to take care of this week.

Thanks,

Pamela

Pamela R. McCauley, Ph.D., CPE

Associate Dean for Academic Programs, Diversity, Equity and Inclusion

Professor | Department of Textile and Apparel, Technology and Management (TATM)

Wilson College of Textiles

NC State University

P: 919.513.2410

textiles.ncsu.edu

On Fri, Oct 23, 2020 at 11:44 AM Bret Smith <bhsmith6@ncsu.edu> wrote:

Dear Pamela,

I hope you are settling into your new role and to NC State. It took me about a year before I stopped feeling like I was drinking from a fire hose (I started in October of 2017). I am attaching a request for a consult for the Leadership: Cross Disciplinary Perspectives minor. This is a minor in University College that was developed by the Shelton Leadership Center. They are requesting a consultation with the Wilson College of Textiles (see attached). The basis for consultation for undergraduate courses is detailed on the Office of Undergraduate Courses, Curricula, and Academic Standards (OUCCAS) website. I've copied Debbie Acker (coordinator for the minor), Jennifer Capps (chair of the University College Curriculum Committee), and Li Marcus (director of OUCCAS) incase you have any questions.

Thanks so much! Have a great weekend!

Regards,

Bret

Bret H. Smith

Interim Dean, University College

Division of Academic and Student Affairs

308 Park Shops

Raleigh, NC 27695

Office: 919.515.6605

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

From: **Deborah Acker** <debbie\_acker@ncsu.edu>

Date: Fri, Oct 23, 2020 at 9:49 AM

Subject: Request: Consult with Wilson College of Textiles

To: Bret Smith <bhsmith6@ncsu.edu>

Cc: Deborah Acker <dlreno@ncsu.edu>

Dear Dean Smith,

The Shelton Leadership Center seeks to submit revisions for the 24SLCM Leadership: Cross-Disciplinary Perspectives. Since the last revision to the minor, Spring 2017, interest and credibility to the discipline of leadership continues to expand across the university. The Shelton Leadership Center seeks to increase the number of course options to students to broaden their leadership perspectives and expand their knowledge on leading through a cross-discipline perspective.

The Shelton Leadership Center seeks the consideration from Wilson College of Textiles to add the following course to the minor:

- FTM 487: Human Resource Management Textile and Leadership in the Textile and Fashion Industries

We appreciate the College's consideration for a consult regarding the 24SLC minor.

I have attached a draft of the minor revisions that SLC intends to submit for approval.

Please let us know if there is additional information we can provide regarding the minor.

Sincerely,  
Debbie

--

**Dr. Debbie Reno Acker**  
Senior Associate Director, Operations and Academic Programs  
Shelton Leadership Center  
Affiliate Graduate Faculty, Comparative Biological Sciences  
College of Veterinary Medicine  
(o) 919-513-0150  
(f) 919-513-4813  
sheltonleadership.ncsu.edu

NC State University  
General Shelton Leadership Center  
Campus Box 7133  
Raleigh, NC 27695-7133

**NC STATE**



--  
Bret H Smith  
Professor and Interim Dean  
University College  
Division of Academic and Student Affairs



# **CE 332 Civil Engineering Materials (4 Credit Hours)**

**Spring 2021**

**Section 001**

**INSTRUCTORS:** Dr. Shane Underwood, 3241 FWH  
E-mail: [Shane.Underwood@ncsu.edu](mailto:Shane.Underwood@ncsu.edu), Telephone: (919) 515-8632

**CLASS TIMES:** Mondays and Wednesdays 8:30 to 9:45 AM

**LAB TIMES:** Section 200: M 12:50 – 3:30 PM; Section 201: M 4:10 – 6:55 PM; Section 202: W 1:30 – 4:15 PM, Section 203: T 4:30 – 7:15 PM

**OFFICE HOURS:** Mondays 12:30 PM – 1:30 PM and Friday 9:00 AM – 10:00 AM or by appointment

**PREREQUISITES:** MSE 200 and C- or better in CE225

**CATALOG DISCRIPTION:** Fundamental characteristics that govern material behavior. Properties of metals, ceramics, polymers, fiber reinforced composites, aggregates, portland cement concrete, and asphalt concrete. Portland cement concrete and asphalt concrete mixture designs. Materials testing according to established standards.

## **STUDENT LEARNING OUTCOMES:**

At the end of this course, students should be able to:

1. Describe and identify the fundamental characteristics that govern material behavior.
2. Choose an appropriate material for a given civil engineering application.
3. Describe and evaluate the mechanical properties of materials.
4. Apply the rule of mixtures and inverse rule of mixtures to calculate mechanical properties of composite materials.
5. Identify, understand, conduct, and interpret tests on construction materials according to established standards.
6. Create portland cement concrete and asphalt concrete mixture designs.

**TEACHING ASSISTANTS:** Guillermo Gonazalez-Berrios ([gcgonzal@ncsu.edu](mailto:gcgonzal@ncsu.edu)), Mayzan Isied ([mmisied@ncsu.edu](mailto:mmisied@ncsu.edu)), Deepika Karanam ([gkarana@ncsu.edu](mailto:gkarana@ncsu.edu)), and Zhe 'Alan' Zeng ([zzeng5@ncsu.edu](mailto:zzeng5@ncsu.edu))

**OFFICE HOURS:** Mondays 12:30 PM – 1:30 PM and Friday 10:00 AM – 11:00 AM or by appointment

## **COMMUNICATIONS POLICY:**

- I generally check email regularly so this will be the best way to reach the instructors most of the time. Please compose emails in a professional manner with proper punctuation and grammar.
- I will use Moodle to post content relevant to the class. I will try to announce important new postings in the Zoom class, but you should check Moodle regularly to be sure.
- I will occasionally send emails to the class and will send them to the email address in the Moodle portal, check this email regularly.

**COURSE STRUCTURE:** Students registering for this course must also register for the lab portion. Students who do not meet the prerequisites or were not able to register for a lab section must drop the course or risk being removed from the roll by the instructor.

**TEXT BOOKS:** None

**CLASS WEBSITE:** Access via [wolfware.ncsu.edu](http://wolfware.ncsu.edu)

**GRADING POLICY:**

|                    |     |
|--------------------|-----|
| Exams (3)          | 65% |
| Homework           | 15% |
| Moodle Lab Quizzes | 5%  |
| Lab Assignments    | 15% |

**GRADING SCALE:**

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

**\*In addition, to earn a minimum grade of D-, requires an average exam grade of 60% or higher.**

Requests for re-grading will only be accepted within five days after the graded tests/exams are returned.

Request for re-grading will only be considered with an email request and appropriate justification.

**HOMEWORK AND LAB ASSIGNMENT POLICY:**

Homework assignments will be posted as Word or PDF documents on the course Moodle site. Each homework will also have a corresponding Moodle quiz that you will use to submit your homework answers (using multiple-choice format). **Late homework will not be accepted.** Detailed solutions to the homework assignments will be posted on the course Moodle site after the due date. **The due dates for the homework will be indicated on Moodle and the windows will close at noon for each submission.**

**LAB ASSIGNMENTS AND QUIZZES**

Labs will include asynchronous and synchronous instruction. Asynchronous instruction will involve watching pre-recorded videos of experiments and instructional content. The schedule for the asynchronous and synchronous lab components is provided at the end of the syllabus. Asynchronous videos are posted on the course Moodle site. Lab related submissions include quizzes and assignments. Quizzes will be **due by noon on the day indicated in Moodle and on the lab schedule at the end of this syllabus.** Lab assignments will be **submitted as Moodle assignments and are due by 11:59 PM on the specified due date.** There is a penalty for late lab assignments and you are only permitted to have one late lab assignment. This late assignment can be submitted up to five days after the 'official' deadline unless given permission by the instructor. If asking for permission from the instructor for more time or a later submission then you must also ask for this exemption within five days of the official deadline. For all assignments submitted late, the maximum possible grade will be either 25% or 50% of the minimum score of the on-time submissions (whichever of these criteria nets the higher score). To receive full credit for a late lab assignment, proof of a valid excused absence must be included with the submitted assignment. You will also separately submit a contributions report where you list your own contributions and the contributions of others.

Students who do not complete the lab assignments should not expect to do well in this course. In this class, lab assignments should be submitted in a group of 2-3 students. Groups will change throughout the semester and be randomly assigned. It is **unacceptable** for a group to work independently on separate problems, combine the results, and then submit the assignment as individuals. **All assignments must adhere to the Lab Assignment Guideline. Assignments that are not produced to an acceptable level of neatness as judged by the instructor or TA will not be graded.**

**POLICY OF LATE WORK:**

Make-up tests will only be granted in extraordinary circumstances and should, if possible, be requested well in advance of the test. Homework should be handed in at the beginning of class. Lab assignments are due either by 5 PM or at the beginning of the following lab session. Your TA will provide you with the specific details. Late homework assignments will be accepted until the solutions are posted. There is a penalty for late lab assignments and you are only permitted to have one late lab assignment. For all assignments submitted late, the maximum possible grade will be either 25% or 50% of the minimum score of the on-time submissions (whichever of these



criteria nets the higher score). To receive full credit for a late homework or lab assignment proof of a valid excused absence must be included with the submitted assignment. Extensions will only be granted in extraordinary circumstances and must also be requested in advance of the deadline, in accordance with the policy on attendance (see below).

### **ABSENCE AND MAKE-UP POLICIES**

Students are responsible for all material covered in class. In general, if a student misses classes, she/he should not expect to do well in this course. However, certain situations arise that may require an absence. In these cases, I request that before coming to the instructors for clarification of missed content that you make every effort to obtain and review the missed notes and lecture materials. The student should attempt to attend an alternative lab section if unable to attend the section that they are enrolled in due to an absence. Students are also responsible for any quizzes given during an absence. If the absence is a result of short term illness or other approved University excuse and an accompanying doctors note or proof is provided students may make up the assignment. In this case students must contact the instructors within one week of the date they are cleared to return to class.

Students who expect to miss class due to officially recognized events (see *Attendance Regulation* (REG02.20.03): <http://policies.ncsu.edu/regulation/reg-02-20-03>) should inform the instructor as far in advance of the absence as possible and provide any required documentation. Alternative arrangements will generally be made for any examinations and other graded in-class work affected by such absences.

### **POLICY ON INCOMPLETE GRADES**

If extenuating circumstances arise for a student the instructors may permit the student to receive an incomplete grade. In this case, the instructors and student will discuss the particular tasks needed, the time given, and the grade that will result if those are successfully completed. 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-02-50-03>

### **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/](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.

### **ACADEMIC INTEGRITY:**

All students are expected to exhibit a set of professional, ethical, and moral behavior as they pursue their profession. CE 332 also includes behavioral expectations on Academic Integrity and Student Conduct. 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 can also find a definition of academic honest in this same document. You will be expected to adhere to the pack pledge of neither giving nor receiving unauthorized aid tests or other assignments. Violations of academic integrity will be handled in accordance with the student discipline procedures (NCSU Reg 11.35.02).

**The instructor will not tolerate any violations to this code of conduct and any actions against this policy will be punished to the extent allowed by the University.**

### **DIGITAL COURSE COMPONENTS:**

Students may be required to disclose personally identifiable information to other students in the course, via digital tools, such as 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.

### **STATEMENT OF SAFETY AND RISK ASSUMPTION:**

This class will involve a laboratory component that will require you to adhere to safety protocols. Lab safety protocols will be covered in the first lab. You are expected to follow all rules regarding laboratory safety and to follow the instructor or TAs instructions at all times.

### **ADDITIONAL NC STATE RULES AND REGULATIONS:**

Students are responsible for reviewing the NC State University Policies, Rules, and Regulations (PRRs) which pertain to their course rights and responsibilities, including those referenced both below and above in this syllabus:

Equal Opportunity and Non-Discrimination Policy Statement <https://policies.ncsu.edu/policy/pol-04-25-05> with additional references at <https://oied.ncsu.edu/divweb/policies/>  
Code of Student Conduct <https://policies.ncsu.edu/policy/pol-11-35-01>.

### **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 the Disability Resource Office at Holmes Hall, Suite 304, 2751 Cates Avenue, Campus Box 7509, 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* (REG02.20.01) (<https://policies.ncsu.edu/regulation/reg-02-20-01/>).

I kindly request that if you require accommodations that you let us know as soon as possible so that appropriate actions can be taken.

### **COURSE EVALUATION**

Class evaluations will be available for students to complete during the last two weeks of classes. All evaluations are confidential; instructors will never know how any one student responded to any question, and students will never know the ratings for any instructor.

Evaluation website: <https://classeval.ncsu.edu>

Student help desk: [classeval@ncsu.edu](mailto:classeval@ncsu.edu)

More information: <http://oirp.ncsu.edu/surveys/classeval>

### **SCHEDULE CHANGES**

The schedule given at the end of this syllabus is tentative and changes may be made at any time under the discretion of the instructor. Any changes to the schedule will be announced in class. Changes may or may not be announced on Moodle therefore you should make sure to attend class.

### **EXAMS**

The exams in this class will be closed book/closed notes. You will **not** be allowed to bring in a crib sheet. The instructors may provide you with some equations, but may not provide all equations. At least one week prior to the exam, the instructor will post a list of any equations that will be provided. Problems will be similar, but not

identical, to homework and examples discussed in class. Problems will generally have some partial credit unless otherwise noted.



### CE 332 Civil Engineering Materials

| <b>Week</b> | <b>Topic</b>                                        |
|-------------|-----------------------------------------------------|
| 1           | Introduction                                        |
| 1           | Review of Material Fundamentals                     |
| 2           | Properties of Metals                                |
| 2           | Properties of Metals                                |
| 3           | Mechanical Properties – Ceramics and Polymers       |
| 3           | Mechanical Properties – Ceramics and Polymers       |
| 4           | Flaw Induced Failure (Fatigue and Fracture)         |
| 4           | Flaw Induced Failure (Fatigue and Fracture)         |
| 5           | Flaw Induced Failure (Fatigue and Fracture)         |
| 5           | Composites                                          |
| 6           | Composites                                          |
| 6           | Composites                                          |
| 7           | Aggregates                                          |
| 7           | <b>Mid-Term Exam 1</b>                              |
| 8           | Aggregates                                          |
| 8           | Aggregates                                          |
| 9           | Introduction to Portland Cement Concrete            |
| 9           | Portland Cement Chemistry and Hydration             |
| 10          | Portland Cement Chemistry and Hydration             |
| 10          | Portland Cement Concrete Mix Design Example         |
| 11          | Portland Cement Concrete Mix Design Example         |
| 11          | Portland Cement Concrete Durability                 |
| 12          | Portland Cement Concrete Placement and Finishing    |
| 12          | <b>Mid-Term Exam 2</b>                              |
| 13          | Introduction to Asphalt                             |
| 13          | Superpave Performance Grading of Asphalt            |
| 14          | Superpave Performance Grading of Asphalt            |
| 14          | Volumetric Properties of Compacted Asphalt Mixtures |
| 15          | Volumetric Properties of Compacted Asphalt Mixtures |
| 15          | Asphalt Concrete Mixture Design Review              |
| 16          | Asphalt Concrete Mixture Design Review              |
| 16          | <b>Final Exam</b>                                   |

**CE 332 Civil Engineering Materials**  
**Lab Schedule for CE332 – Spring 2021**

| Lab Number | Week | Topic        | Asynchronous Videos                                                                                             | Moodle Lab Quiz on Videos |           |           | Synchronous Instruction |           |           | Assignment Due |           |           | Points |
|------------|------|--------------|-----------------------------------------------------------------------------------------------------------------|---------------------------|-----------|-----------|-------------------------|-----------|-----------|----------------|-----------|-----------|--------|
|            |      |              |                                                                                                                 | Lab Section               |           |           | Lab Section             |           |           | Lab Section    |           |           |        |
|            |      |              |                                                                                                                 | 200/201                   | 202       | 203       | 200/201                 | 202       | 203       | 200/201        | 202       | 203       |        |
| 1          | 3    | Introduction | None.                                                                                                           | 1/31/2021                 | 2/2/2021  | 2/1/2021  | 2/1/2021                | 2/3/2021  | 2/2/2021  | 2/8/2021       | 2/10/2021 | 2/9/2021  | 10     |
| 2          | 5    | Metals and   | Tension Testing Lab Demo Video                                                                                  | 2/14/2021                 | 2/16/2021 | 2/15/2021 | 2/15/2021               | 2/17/2021 | 2/16/2021 | 2/22/2021      | 2/24/2021 | 2/23/2021 | 45     |
| 3          | 7    | Aggregates   | Aggregate Lab Videos                                                                                            | 3/2/2021                  | 3/4/2021  | 3/3/2021  | 3/3/2021                | 3/5/2021  | 3/4/2021  | 3/10/2021      | 3/12/2021 | 3/11/2021 | 45     |
| 4          | 9    | PCC          | Mixture Design<br>Portland Cement Concrete Mixture Design and Proportioning Videos & Concrete Mixing Lab Videos | 3/14/2021                 | 3/16/2021 | 3/15/2021 | 3/15/2021               | 3/17/2021 | 3/16/2021 | 4/12/2021      | 4/14/2021 | 4/13/2021 | 100    |
|            | 11   |              | Testing<br>Mechanical Properties of PCC Videos & Hardened Concrete Testing Videos                               | 3/28/2021                 | 3/30/2021 | 3/29/2021 | 3/29/2021               | 3/31/2021 | 3/30/2021 |                |           |           |        |
| 5          | 13   | AC           | Binder<br>Asphalt Binder Lab Videos                                                                             | 4/12/2021                 | 4/14/2021 | 4/13/2021 | 4/19/2021               | 4/21/2021 | 4/20/2021 | 4/26/2021      | 4/28/2021 | 4/27/2021 | 100    |
|            | 14   |              | Mixture Design<br>Asphalt Mixture Design Instructional Videos, Asphalt Mixture Lab Videos                       | 4/18/2021                 | 4/20/2021 | 4/19/2021 |                         |           |           |                |           |           |        |

Available Lab Sections for Spring 2021

| Day       | Section | Room   | Time            | TA (email)        | Office Hours         | Office   |
|-----------|---------|--------|-----------------|-------------------|----------------------|----------|
| Monday    | 200     | Online | 12:50 – 3:35 pm | gcgonzal@ncsu.edu | W, F 12:00 – 1:00 PM | 3331 FWH |
| Monday    | 201     | Online | 4:10 – 6:55 pm  | mmsied@ncsu.edu   | Th, F 1:00 – 2:00 PM | 3224 FWH |
| Tuesday   | 203     | Online | 4:30 – 7:15 pm  | gkarana@ncsu.edu  | M, W 12:00 – 1:00 PM | 3224 FWH |
| Wednesday | 202     | Online | 1:30 – 4:15 pm  | zzeng5@ncsu.edu   | M, Tu 1:00 – 2:00 PM | 3224 FWH |

**Reminders:**

- If you miss a lab, you **have** to make it up before you can turn in a lab report for that lab.
- Students are responsible to inform their instructors of their justified absence in advance.

**NORTH CAROLINA STATE UNIVERSITY**  
**College of Humanities and Social Sciences Department of Social Work**  
**SW 300 Research Methods in Social Work**  
**3 Credit Hours**

**Classroom:** 125 1911 Building

**Instructor:** Sung-Ju Kim

**Office:** 1911 Building, Room 202 D

**Office Hours:** Tue/Thu 3:00 ~ 4:30

**Email:** skim67@ncsu.edu

**Phone:** 919-515-9313 **Fax:** 919-515-4403

**GENERAL DESCRIPTION**

This course provides an overview of the principles and methods of basic social work research. Substantive research knowledge, including quantitative and qualitative research methodologies, are highlighted. Research ethics within the context of social work ethics and values are emphasized. The course introduces students to how high-quality research in social work is designed and conducted, as well as how research can assist in making important decisions about the design and implementation of projects, programs, and policies that address the social needs of diverse groups.

**COURSE RATIONALE**

Given the economic, social, and cultural challenges facing our communities, it is vital for social workers to have access to accurate data and information. Without such, the needs, conditions, and opportunities of the families, communities, and organizations we serve will be misjudged. These misperceptions will compromise efforts to provide quality services to individuals, families and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers must have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.

**DEPARTMENT OF SOCIAL WORK MISSION STATEMENT**

The mission of the Department of Social Work is to promote a socially responsible society through education, research, and extension/community service. Social responsibility is defined as an ethical commitment to advance social and economic justice. The Social Work Program prepares undergraduate students for generalist practice and graduate-level academic work. It prepares graduate students as advanced generalist practitioners who are skilled in both direct and indirect practice. The program uses a framework emphasizing professional values and ethics, social justice, cultural competency, multi-system practice and empowerment.

**BSW PROGRAM MISSION STATEMENT**

Consistent with the NC State University's mission and the Council on Social Work Education's accreditation requirements for baccalaureate social work education programs, the BSW program's mission is to prepare students for entry-level professional generalist practice with diverse populations



in urban and rural areas of North Carolina. The program provides students with the knowledge, values, and skills to respond competently to (1) the service needs of diverse client populations and (2) the contexts that shape the needs of clients and service delivery systems throughout the state. The program uses a framework that emphasizes human and social well-being through the provision of social work services that advance human rights, social and economic justice, and empower individuals, families, groups and communities that experience oppression and discrimination.

## **STUDENT LEARNING OUTCOMES**

Upon completion of the course, the student will be able to:

1. Demonstrate critical analytic skills for developing, implementing, and critiquing research problems and questions appropriate to all levels of practice, including practice at student field placements or work sites while attending to organizational and political constraints that influence the research process and utilization of findings.
2. Identify appropriate quantitative and qualitative approaches to guide research on a particular topic, including the use of available data, experimental and quasi-experimental designs, surveys, intensive interviewing, and participant observation.
3. Identify ethical issues that need to be addressed in the research process and implement procedures for assuring the ethical conduct of research, including the necessity of obtaining informed consent; inclusion of safeguards to ensure the confidentiality of research data; assurance of voluntariness in research participation; and an appreciation for not using vulnerable populations as research subjects, just because they may be more available. (GEP Student Learning Outcome)
4. Apply current technology, including the Internet, and a variety of existing social science and social work databases for understanding specific human conditions and bio-psycho-social interventions.
5. Develop research studies that are compatible with social work's aims, values, ethics and with different world views that contribute to knowledge about social work clients, practice, and policy. (GEP Student Learning Outcome)
6. Critically analyze scientific research in the social sciences and utilize research findings in social work practice (GEP Student Learning Outcome)
7. Identify the impact of research methods and findings, including relevance and generalizability, on diverse populations and populations at risk (e.g., women, racial, ethnic, other minority groups, and people from different socioeconomic classes).

## **PRACTICE BEHAVIORS RELATED TO STUDENT LEARNING OUTCOMES (SLOs), ASSESSMENT, AND DIMENSIONS**

By the end of the course, students are expected to demonstrate the following Council on Social Work competencies:

| Competencies                                                                        | Behaviors                                                                                                                                                                                                                                 | SLOs            | Assignments                         | Dimensions                                            |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-------------------------------------|-------------------------------------------------------|
| Competency 1 – Demonstrate Ethical and Professional Behavior                        | 1. make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context; | 3, 5            | Proposal Writing                    | Value, Skills, Knowledge                              |
|                                                                                     | 4. use technology ethically and appropriately to facilitate practice outcomes;                                                                                                                                                            | 4               | Literature Review                   | Values, Skills.                                       |
|                                                                                     | 5. demonstrate competence in working with people from diverse social, economic, political, sexual, and cultural backgrounds.                                                                                                              | 5, 7            | Proposal Writing                    | Knowledge, Skills.                                    |
| Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice | 2. engage in practices that advance social, economic, and environmental justice.                                                                                                                                                          | 1, 7            | Literature Review, Proposal Writing | Skills, Values.                                       |
|                                                                                     | 1. use practice experience and theory to inform scientific inquiry and research;                                                                                                                                                          | 1, 2, 3,4, 5, 6 | Literature Review, Proposal Writing | Knowledge, Skills, Cognitive and affective processes. |

| Competencies                                                                       | Behaviors                                                                                                                                                  | SLOs              | Assignments                                | Dimensions                                         |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------------------------------------------|----------------------------------------------------|
| Competency 4 – Engage In Practice-informed Research and Research-informed Practice | 2. apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings;                                   | 1, 2, 3,4, 5, 6   | Literature Review, Proposal Writing        | Knowledge Skills Cognitive and affective processes |
|                                                                                    | 3. use and translate research evidence to inform and improve practice, policy, and service delivery; and                                                   | 7                 | Literature Review                          | Knowledge Skills                                   |
|                                                                                    | <b>4. demonstrate knowledge of research methods and literature that provide a foundation for practice.</b>                                                 | <b>2, 5, 6, 7</b> | <b>Literature Review, Proposal Writing</b> | <b>Knowledge, Skills.</b>                          |
| Competency 5 – Engage in Policy Practice                                           | 2. assess how social welfare and economic policies shape delivery of, and access to, social services;                                                      | 1                 | Literature review                          | Knowledge Cognitive and affective processes        |
|                                                                                    | 3. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice; and | 1                 | Literature review                          | Knowledge Cognitive and affective processes        |



| Competencies                                                                             | Behaviors                                                                                                                                                                 | SLOs                      | Assignments                      | Dimensions                                                         |                         |
|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|----------------------------------|--------------------------------------------------------------------|-------------------------|
|                                                                                          | 3. demonstrate respect and cultural humility when working with clients.                                                                                                   | 3, 7                      | Proposal Writing                 | Values<br>Skills<br>Knowledge<br>Cognitive and affective processes | Individuals<br>Families |
|                                                                                          | 4. select and use appropriate methods for evaluation of outcomes;                                                                                                         | 1, 2,<br>3, 4,<br>5, 6, 7 | Proposal Writing                 | Value<br>Skills<br>Knowledge<br>Cognitive and affective processes  | Individuals<br>Families |
|                                                                                          | 5. apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes; | 1, 2,<br>3, 4,<br>5, 6, 7 | Proposal Writing                 | Value<br>Skills<br>Knowledge<br>Cognitive and affective processes  | Individuals<br>Families |
| Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities | 3. critically analyze, monitor, and evaluate intervention and program processes and outcomes;                                                                             | 5                         | Proposal Writing                 | Value<br>Skills<br>Knowledge<br>Cognitive and affective processes  | Individuals<br>Families |
|                                                                                          | <b>5. describe interventions and program outcomes in quantitatively and qualitatively measurable terms.</b>                                                               | <b>2, 5,</b>              | <b>Research proposal writing</b> | <b>Skills<br/>Knowledge<br/>Cognitive and affective processes</b>  | Individuals<br>Families |

**PREREQUISITES** ST311 Statistics

**CO-REQUISITES** None

**TEXT**

Grinnell, R. M. Jr., Williams, M., & Unrau, Y. (2019) *Research Methods for Social Workers* (12<sup>th</sup> Ed.). Kalamazoo, MI: Pair Bond Publications. (~\$90)

**COURSE EXPECTATIONS**

This class focuses on integrating knowledge with practice and developing the foundation skills social workers need. All students are expected to:

- Prepare to participate in class by completing all reading assignments before class.
- Participate in all classroom activities.
- Notify the professor in advance by email if you know you will be absent.
- Support others' efforts and promote a positive learning environment.

**Electronic devices in the classroom**

If students need to take an urgent call during class or text message, please excuse yourself from the class to continue these conversations. Calls during class are a disturbance and demonstrates unprofessional behavior to the professor, guest speakers, and any classmates that may be presenting.

**Do not text in class.**

**RESOURCES FOR ASSISTANCE WITH WRITING**

If you have difficulty with writing, please visit the Writing and Speaking Tutorial Services before you submit your first written assignment and as many times thereafter as needed. They offer free one-on-one consultations with experienced tutors who can help with all levels and stages of writing. There are six locations on campus that offer drop-in services. For more information, call 515-3163 or go to <https://asc.dasa.ncsu.edu/undergraduate-writing-center/> Also see the Purdue Online Writing Lab (OWL) (<http://owl.english.purdue.edu/>) for a wealth of practical information about writing.

**ATTENDANCE POLICY (for Face to Face)**

Student participation in class discussion and activities is crucial to success in this course; and for this reason, attendance is expected. Students must stay within the limits for absences (excused or unexcused) for the class. One (1) unexcused absence is allowed.

For each unexcused absence in excess of the allowed limit, the following penalty system will be deployed on your final grade.

2<sup>nd</sup> unexcused absence = 2 point penalty

3<sup>rd</sup> unexcused absence = 4 point penalty

4<sup>th</sup> unexcused absence = 6 point penalty

5<sup>th</sup> unexcused absence = F

All of the penalties will be cumulated. For example, if you missed 3 classes, you will lose a total of 6 points from your grade.

Note: Two incidences of arriving to class more than 15 minutes late will constitute one absence.

In the event that there are more than two (2) unexcused absences, students are required to schedule a conference with the instructor to discuss the impact of the absences on their performance in the course. Please consult the following web page for further information on university attendance regulations: <https://policies.ncsu.edu/regulation/reg-02-20-03>

Additionally, to receive full credit for participation, it is expected each student have, at least, one posting in the News Forum section of Moodle.

University regulations define two categories of excused absences:

**Sanctioned, anticipated situations—*some examples are:*** participating in an official university function, court attendance, religious observances, military duty. Requests must be submitted in writing at the beginning of the semester or at least one week before the anticipated absence.

**Documented emergency situations— *some examples are:*** student illness, injury, or death of immediate family member. Requests must be documented by the Student Health Center, Office of Student Development, or personal physician within one week following the emergency.

**Make-up work is allowed only for excused absences.** For more information on university attendance policies go to: <http://policies.ncsu.edu/regulation/reg-02-20-03>. If you miss class for any reason, you are responsible for all work you missed, as well as any assignments made on the day(s) of your absences(s). Please ask your classmates, not the instructor, for this information.

### **Make-up Exams**

Make-up exams are allowed only for documented excused absences and will be given the last week of class. Students are responsible for scheduling make-up exams.

### **LATE ASSIGNMENTS**

Assignments are due at the end of class on their due date. Late paper is acceptable based on the late assignment policy. For each day late, you will *lose* 2 points per day late. Late assignment will not be accepted **ONE WEEK or more** after the due date. The instructor may make exceptions to this rule under extraordinary circumstances with proper notification and documentation. Forgetting to turn in an assignment does not qualify as “extraordinary circumstances.” Please submit hard copies of all assignments unless specifically told that you may submit electronically.

### **COURSE MANAGEMENT SYSTEM**

This course will rely heavily on <https://wolfware.ncsu.edu> It may be considered a “hybrid” course where part of the class is face-to-face and another part of the class is using online resources through the course management system. It is the students’ responsibility to check the course web site daily for information and updates.

### **Technology Glitches**

Technology glitches will happen. Please begin tasks early so that a technology problem does not cause complete failure or “meltdown.” For problems with technology, contact technical assistance at



515-HELP or email [help@ncsu.edu](mailto:help@ncsu.edu). It is important to note that this assistance is available Monday – Friday during normal work hours. Limited assistance is available other times. Therefore, it is important to plan your work activities in a manner that will allow for delays in technical assistance. In addition, notify the instructor immediately (at the email address [dcfitzp2@ncsu.edu](mailto:dcfitzp2@ncsu.edu)) if you are having technical difficulties.

## **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 the Disability Resource Office at Holmes Hall, Suite 304, 2751 Cates Avenue, Campus Box 7509, 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 (NCSU [REG 02.20.01](#)).

## **CONFIDENTIALITY**

Confidentiality is central to ethical social work practice. Students should not repeat, outside of class, personal information shared in class discussions. Standard accepted practices (e.g., mandatory reporting of a threat of harm to self or others) are ethical imperatives and not subject to absolute confidentiality. Students whose personal issues cause them discomfort at any time during the course are encouraged to talk with the instructor about available support. Confidentiality between the student and faculty member is guaranteed within the limitations specified above.

## **SUPPORTING STUDENTS IN DISTRESS**

All members of the NC State Wolfpack community share a personal responsibility to express concern for one another and to ensure that this classroom, as well as the entire campus, is a safe environment for learning. If you notice a classmate whose personal behavior worries you, I encourage you to make a referral to the NC State Students of Concern website: <http://studentsofconcern.ncsu.edu/>. Although you can make an anonymous referral, they prefer you to share your contact information so they can follow-up with you personally.

## **SAFETY**

Because some course assignments involve working in agency settings and/or the community, they may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to safety policies and practices related to agency and/or community settings. Students should also notify the instructor about any safety concerns.

## **COURSE EVALUATION ON-LINE SCHEDULE**

Schedule: Online class evaluations will be available for students to complete during the last 2 weeks of the semester for full semester courses and the last week of shorter sessions. Evaluations then become unavailable at 8 am on the first day of finals. Students will receive an email message directing them to a website where they can log in with 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 particular instructors.

~ Evaluation website: <http://go.ncsu.edu/cesurvey>

~ Student help desk: [classeval@ncsu.edu](mailto:classeval@ncsu.edu)

## ACADEMIC INTEGRITY STATEMENT

Students are expected to demonstrate honest scholarship at all times as stated in the university policy on academic integrity in the Code of Student Conduct ([NCSU POL11.35.01](#)) and Pack Pledge. The university defines four categories of academic misconduct:

- Cheating
- Plagiarism
- Aiding and abetting another to cheat or plagiarize
- Destruction or removal of academic materials

For more information on the definitions above and the university's Code of Student Conduct go to: <http://studentconduct.ncsu.edu/academic-integrity-an-overview> .

Ethical behavior is fundamental in social work practice.

Violations include:

- plagiarism (which means representing another's ideas, writings, words, and/or work as your own without properly citing or acknowledging the source)
- obtaining another person's assistance on academic work you are expected to complete independently
- assisting another student on work s/he is expected to complete independently
- reporting false information on field work.

Violations of academic integrity will be handled in accordance with the Student Discipline Procedures ([NCSU REG 11.35.02](#)).

### ***Additional NC State Rules and Regulations***

Students are responsible for reviewing the NC State University Policies, Rules, and Regulations (PRRs) which pertain to their course rights and responsibilities, including those referenced both below and above in this syllabus:

- Equal Opportunity and Non-Discrimination Policy Statement <https://policies.ncsu.edu/policy/pol-04-25-05> with additional references at <https://oied.ncsu.edu/divweb/policies/>
- Code of Student Conduct <https://policies.ncsu.edu/policy/pol-11-35-01>.

## DEPARTMENT OF SOCIAL WORK GRADING SCALE AND GRADE POINT AVERAGE

The number of credit hours attempted in a semester or summer session (for which regular grades are received) is divided into the total number of grade points earned to arrive at the grade-point average (GPA). The following numerical scales are approved as a general guideline for courses within the Department of Social Work.

| Letter Grade | Lower limit of Range | Upper Range Limit | Grade Point |
|--------------|----------------------|-------------------|-------------|
| A+           | 97                   | 100               | 4.333*      |
| A            | 93                   | 96.999            | 4.000       |
| A-           | 90                   | 92.999            | 3.667       |

|    |    |        |       |
|----|----|--------|-------|
| B+ | 87 | 89.999 | 3.333 |
| B  | 83 | 86.999 | 3.000 |
| B- | 80 | 82.999 | 2.667 |
| C+ | 77 | 79.999 | 2.333 |
| C  | 73 | 76.999 | 2.000 |
| C- | 70 | 72.999 | 1.667 |
| D+ | 67 | 69.999 | 1.333 |
| D  | 63 | 66.999 | 1.000 |
| D- | 60 | 62.999 | 0.667 |
| F  | 0  | 59.999 | 0.0   |

\*While an A+ grade carries 4-1/3 quality points, a student cannot receive a GPA greater than a 4.0. For additional information visit <https://policies.ncsu.edu/regulation/reg-02-50-03/>

## GRADING GUIDELINES

- An “A” at the undergraduate level means a student is doing outstanding or excellent work. S/he attends class regularly, hands in all course assignments on time, and demonstrates a thorough grasp of course concepts. To receive an A, a student must go significantly above and beyond the basic expectations for the course.
- A “B” at the undergraduate level means a student is doing satisfactory work, and meeting the minimum requirements for the course. S/he attends class regularly, hands in all course assignments on time, and demonstrates a basic level of understanding of course concepts.
- A “C” at the undergraduate level means a student is doing inconsistent work. The student does not attend class regularly, fails to hand in some course assignments or does not submit work on time, and/or does not demonstrate a basic level of understanding of course concepts.
- A “D” or “F” at the undergraduate level means a student is doing unacceptable work and demonstrates a complete lack of understanding of course concepts.

## PERFORMANCE CRITERIA

Each student should demonstrate through participation in class discussions that the readings have been read and analyzed. All assignments must be submitted by the due date. The student must contact the instructor to determine a schedule for make-up or incomplete work (You must check the late assignment policy and attendance policy in this syllabus). The final grade will be determined by the following formula:

|                               |                   |
|-------------------------------|-------------------|
| <b>Long Assignments (40%)</b> | <b>% of grade</b> |
|-------------------------------|-------------------|

|                                           |      |
|-------------------------------------------|------|
| Literature Review                         | 20%  |
| Proposal & Presentation                   | 20%  |
| <b>Exams (40%)</b>                        |      |
| Exam 1                                    | 10%  |
| Exam 2                                    | 10%  |
| Final Exam                                | 20%  |
| <b>Short Assignments &amp; Attendance</b> |      |
| Short Assignments (6%)                    | 6%   |
| Attendance                                | 14%  |
| Total                                     | 100% |

## ASSIGNMENTS

### **Short Assignments:**

There will be a series of short written assignments that will help students integrate the information presented in class and in the readings. Total 3 short assignments will be requested. These assignments will serve as the building blocks for the final project. Due dates will be provided when the assignment is given. The assignments are specifically designed to monitor student's general comprehension of the material, and the integration of materials presented in class with the reading assignments. Students must select a research topic area, and develop a research question. Over the course of the semester, students will design a research study proposal and present it with a poster presentation at the last class. Each short assignment is designed to contribute to your research proposal and the final Presentation Assignment. Assignments are provided in detail in the course management system at <http://moodle.wolfware.ncsu.edu/>. Please be sure to visit the site daily.

### **Exams**

The course covers quite a bit of information, so it has been divided into three sections for examination purposes: There will be **three exams** throughout the course of the semester. The first exam will primarily focus on the critical analysis issues of research, including ways of knowing and practical applications for research in social work. The second section will concentrate on research strategies. The third exam will include all of the chapters that were covered in this class. Also, the third exam will include data analysis and management, and address the technical components of the research process. The exams will be cumulative. The exams may contain true/false, multiple choice, and both short and long answer essay questions. Therefore, students should spend some time reflecting on class discussion, lectures, and activities to determine how these relate to the information

presented in the texts. The instructor will work with students in class (and individually, if necessary and requested by individual students) to improve study habits and help students to critically assess the reading assignments.

### **Literature Review**

As you complete your final research proposal assignment, it will be important to find sources that will help you put your study in context. This assignment is designed to get you started. A literature review is an account of what has been published on a topic by accredited scholars and researchers. A literature review is an important part of the introduction of a research report or proposal. In writing the literature review, your purpose is to convey to your reader what knowledge and ideas have been established on a topic already, and their strengths and weaknesses. As a piece of writing, the literature review must be defined by the concepts of your research question. The literature review should be, **at least, seven pages long**, and include at least eight(8) evidence-based scholarly sources (none of the five can be exclusively online sources). A more detailed description of the assignment is available online. You must check the rubric for this assignment.

### **Final Proposal: Poster Presentation Assignment**

Students will work as small groups to write and present a research proposal at the final exam period. The proposal should clearly delineate the problem, related literature review, gap in the research, research question, sample, data, methodology, analytic method, and reporting strategy. Presentations should be no longer than 20 minutes and will be completed during the final class session – you will need to be present throughout the final exam period, in order to give your presentation and to observe other students' presentations. A more detailed description of the assignment is available online. You must check the rubric for this assignment.

### **Course Evaluation:**

~~Students will receive an email message from the university directing them to a website to login using their Unity ID and complete evaluations. All evaluations are confidential; instructors will never know how any one student responded to any question, and students will never know the ratings for any particular instructors.~~

~~Evaluation website: <https://classeval.ncsu.edu>~~

~~Student help desk: [classeval@ncsu.edu](mailto:classeval@ncsu.edu)~~



**Course Schedule**  
(Subject to Change with Advance Notice)

| Week          | Topic                                                                                                                                                                                                                                                                                                                                                                                | Preparation                                                                                                                                                                                                                                                                                                                                                  | Assignments                                                                                           |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| Week1<br>1/7  | <ul style="list-style-type: none"> <li>Welcome and Course Overview</li> </ul>                                                                                                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Syllabus</li> </ul>                                                                                                                                                                                                                                                                                                   |                                                                                                       |
| Week2<br>1/14 | <ul style="list-style-type: none"> <li>The Place of Research in Social Work</li> </ul>                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Chapter 1</li> </ul>                                                                                                                                                                                                                                                                                                  |                                                                                                       |
| Week3<br>1/21 | <ul style="list-style-type: none"> <li>Research Ethics</li> <li>Institutional Review Board (IRB) Revisited</li> <li>Culturally Competent Research</li> </ul>                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Chapter 4</li> <li>Chapter 5</li> <li>NASW Code of Ethics<br/><a href="http://www.socialworkers.org/pubs/code/code.asp">http://www.socialworkers.org/pubs/code/code.asp</a></li> <li>IRB<br/><a href="https://research.ncsu.edu/sparcs/compliance/irb">https://research.ncsu.edu/sparcs/compliance/irb</a></li> </ul> | <u>Short Assignment:</u><br>Plagiarism Module Due<br>***All short assignments are due before Class*** |
| Week4<br>1/28 | <ul style="list-style-type: none"> <li>Formulating Research Questions</li> <li>The positivistic research approach</li> <li>The interpretive research approach               <ul style="list-style-type: none"> <li>Research process</li> </ul> </li> <li>Literature review               <ul style="list-style-type: none"> <li>Finding evidence of a problem</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Chapter 2</li> <li>Chapter 3</li> </ul>                                                                                                                                                                                                                                                                               | <u>Short Assignment:</u><br>CITI Training due.                                                        |
| Week5<br>2/4  | <ul style="list-style-type: none"> <li>Conceptual definition and operational definition</li> <li>Measurement               <ul style="list-style-type: none"> <li>Level of measurement</li> <li>Validity &amp; Reliability</li> </ul> </li> </ul>                                                                                                                                    | <ul style="list-style-type: none"> <li>Chapter 9</li> <li>Chapter 10</li> </ul>                                                                                                                                                                                                                                                                              | <u>Short Assignment:</u><br>Your Research Topic due.                                                  |
| Week6<br>2/11 | <ul style="list-style-type: none"> <li>Questionnaire development</li> <li>Measurement Instruments               <ul style="list-style-type: none"> <li>Individual rating scale</li> <li>Standard scale</li> <li>Journal/ logs</li> </ul> </li> </ul>                                                                                                                                 | <ul style="list-style-type: none"> <li>Chapter 10</li> </ul>                                                                                                                                                                                                                                                                                                 |                                                                                                       |
| Week7<br>2/18 | <ul style="list-style-type: none"> <li>Sampling               <ul style="list-style-type: none"> <li>Populations/Sample Frames</li> <li>Probability/Non-Probability</li> <li>Sampling Methods</li> </ul> </li> </ul>                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Chapter 11</li> </ul>                                                                                                                                                                                                                                                                                                 | Exam 1                                                                                                |

|               |                                                                                                                                                                                                                                                                                                                                                   |                                                                |                                                                                                     |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Week8<br>2/25 | <ul style="list-style-type: none"> <li>• Sampling <ul style="list-style-type: none"> <li>- Populations/Sample Frames</li> <li>- Probability/Non-Probability</li> </ul> </li> <li>• Sampling Methods</li> <li>• Causal inference <ul style="list-style-type: none"> <li>- Threats to causality</li> <li>- Internal validity</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Chapter 11</li> </ul> | <u>Short</u><br><u>Assignment:</u><br><u>Refining the</u><br><u>Literature</u><br><u>Search Due</u> |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|

| <b>Week</b>         | <b>Topic</b>                                                                                                                                                                                                                                                                                              | <b>Preparation</b>                                                                                         | <b>Assignment<br/>s</b>      |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|------------------------------|
| Week9<br>3/3        | <ul style="list-style-type: none"> <li>• Causal inference <ul style="list-style-type: none"> <li>- Threats to causality</li> <li>- Internal validity</li> </ul> </li> <li>• Research design <ul style="list-style-type: none"> <li>- Single Subject design</li> <li>- Group design</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Chapter 12</li> <li>• Chapter 13</li> </ul>                       |                              |
| Week10<br>3/9- 3/13 | <b><u>Spring Break</u></b>                                                                                                                                                                                                                                                                                |                                                                                                            |                              |
| Week11<br>3/17      | <ul style="list-style-type: none"> <li>• Research design (Cont.)</li> <li>• Qualitative vs. Quantitative Research methods</li> </ul>                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Chapter 6</li> <li>• Chapter 7</li> <li>• Chapter 8</li> </ul>    |                              |
| Week12<br>3/24      | <ul style="list-style-type: none"> <li>• Application of research in social work practice <ul style="list-style-type: none"> <li>- Practice evaluation</li> <li>- Program evaluation</li> </ul> </li> </ul>                                                                                                |                                                                                                            | <u>Literature Review Due</u> |
| Week13<br>3/31      | <ul style="list-style-type: none"> <li>• Collecting data</li> </ul>                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Chapter 14</li> <li>• Chapter 15</li> <li>• Chapter 16</li> </ul> | Exam 2<br>(On-Line)          |
| Week 14<br>4/7      | <ul style="list-style-type: none"> <li>• Collecting data</li> <li>• Data analysis <ul style="list-style-type: none"> <li>- Type of test</li> </ul> </li> </ul>                                                                                                                                            | <ul style="list-style-type: none"> <li>• Chapter 17</li> <li>• Chapter 18</li> </ul>                       |                              |
| Week 15<br>4/14     | <ul style="list-style-type: none"> <li>• Proposal and Reports</li> <li>• Presentation</li> </ul>                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Chapter 19</li> <li>• Chapter 20</li> </ul>                       | Final group project due      |
| Week 16<br>4/21     | <ul style="list-style-type: none"> <li>• Final exam</li> </ul>                                                                                                                                                                                                                                            |                                                                                                            |                              |

## Routing for DASA or Graduate School Approval of Other Degree Program Actions

**Type of Action:** Enter “X” for Action Type(s) and list Title and Prefix(s) as indicated

  X   New Concentration    Concentration Title: Accelerated Bachelor’s to Master’s in Fisheries, Wildlife and Conservation Biology 15FWABMMR, 15FWABMMS

       Change in Minor / Concentration Title

Current Minor / Concentration Title:

Proposed Minor / Concentration Title:

       Change in Curricular/Program Requirements

Proposed Effective Date: \_\_\_\_\_ Program Contact:

Proposed CIP Code (see <https://nces.ed.gov/ipeds/cipcode/default.aspx?y=55>): 03.0101

**Routing of Action:** Indicate date when the following occurs

### ***Completed Proposal***

10/7/2020    Department Head endorses\*

11/23/2020    College Curriculum Committee (undergraduate or graduate) recommends\*

12/02/2020    College Dean endorses\*

### ***Proposal moves to Undergraduate or Graduate office for routing***

          Recommended by Vice Provost, DELTA, if applies\*

          Associate Deans Council **or** Graduate Operations Council informed

          University Courses & Curriculum Committee **or** Administrative Board of the

          Graduate School recommends

          Dean (Graduate School or DASA) approves\*

\* Signature is required on the signature page for the action

**North Carolina State University**  
**Routing for DASA or Graduate School Approval of Other Degree Program Actions**

This request has been reviewed and approved by the appropriate campus committees and authorities.

**Completed Proposal**

**Endorsed By:**



10/7/2020

Head, Department/Program

Date

**Recommended By:**



11/23/2020

Chair, College Undergraduate Studies Committee

Date

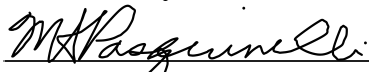


11/24/20

Chair, College Graduate Studies Committee

Date

**Endorsed By:**



12/02/2020

College Dean

Date

**Proposal moves to Undergraduate or Graduate office for routing**

**Recommended By:**

Vice Provost, DELTA (if DE degree/certificate)

Date

**Recommended By:**

Chair, University Courses & Curricula Committee  
or Administrative Board of the Graduate School

Date

**Approved By:**

Dean, DASA or the Graduate School



# **Accelerated Bachelor's/Master's (ABM) program for Fisheries, Wildlife and Conservation Biology**

## **I. Introduction**

We propose the establishment of an Accelerated Bachelor's/Master's (ABM) program in Fisheries, Wildlife and Conservation Biology. An ABM program for FWCB would provide benefits for NCSU students, NCSU, and diverse institutions who employ our graduates. The program would benefit our current FWCB undergraduate students by opening a door to quickly gaining a highly marketable degree. Demand for Master's degrees far outstrips opportunities for our students. There are typically 4–5 times as many applications for advertised Master's programs as for PhD programs. The ABM would help our most qualified students earn a Master's degree in a timely fashion. The ABM program would benefit NCSU by providing opportunities for exceptional students who are interested in rapidly completing a graduate degree, but currently leave campus. Finally, the ABM would help institutions who employ our graduates (e.g., state and federal wildlife agencies, NGOs, consulting firms) who currently struggle to find FWCB graduates with Master's level credentials to fill positions.

## **II. Degree programs involved**

Undergraduate program:

- Fisheries, Wildlife, and Conservation Biology Bachelor's of Science, all three concentrations: Fisheries, Wildlife, and Conservation Biology

Graduate programs:

- Master of Fisheries, Wildlife, and Conservation Biology
- Master of Science in Fisheries, Wildlife, and Conservation Biology Bachelor's of Science

## **III. Proposed effective date:** August 2021

## **IV. Program Eligibility**

We follow NCSU's standard ABM program eligibility requirements (items 1–3), with one added requirement (item 4).

1. Students must have completed a minimum of seventy-five (75) and a maximum of ninety-six (96) credit hours in their undergraduate programs, including credits earned from advanced placement.
2. Transfer students must have completed a minimum of two semesters as a full-time student at NC State, a minimum of 24 hours.
3. Students must have a minimum accumulated grade point average (GPA) of 3.50/4.00 at NC State.
4. A faculty mentor must agree to serve as the prospective student's adviser.

## **V. Application Process**

A prospective student who meets the eligibility requirements should discuss joining the ABM program with their academic advisor or with the FWCB undergraduate program coordinator or director by the end of the junior year. The student and program coordinator or advisor will develop an ABM plan of work and identify the required coursework for both the bachelor's and master's degrees within the remaining two years of study, and noting which 500-level courses to be taken during the senior year are to be double counted. This plan of work must be approved by the student's undergraduate advisor as well as by the FW Director of Graduate Programs (DGP) before the completion of the bachelor's degree.

Students with an approved ABM plan of work will apply to the Graduate School for a master's degree in FW (either MR or MS) during the semester they will complete their undergraduate degree. The standard application for the MR/MS FW consists of materials required for all applicants to the NCSU graduate school, and requirements set by the FWCB program. The former are: an application Fee (\$75 for domestic and US permanent residents, \$85 for international), one unofficial transcript from each previously attended college or university, three

recommendations (submitted via the online application), [Proof of English Proficiency](#) (non-US citizen applicants only), and a 1-2 page personal statement. The latter are: acceptance by an advisor, and a 1-2 page resume. This application to the Graduate School will constitute a formal application to the ABM program in FWCB. FWCB faculty will review and approve applications to the program. Students must complete the B.S. degree prior to formal enrollment in the FW MR or MS programs.

## **VI. Curriculum Requirements**

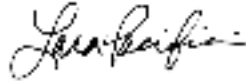
Students in the proposed ABM program would need to meet all currently established requirements for the FWCB BS program. They would achieve the 12 allowable hours of double counted credits either using electives already within the FWCB BS degree, or by taking the graduate section of cross-listed classes already required within the FWCB BS degree. The undergraduate ABM participants can take the cross-listed 500 level sections of 10 hours of required undergraduate coursework (FW 444/544, FW 453/553, FW 411/511). Many opportunities for meeting the remaining 2 hours of graduate coursework exist in association with wildlife electives and advised electives already taken by students in FWCB undergraduate degree programs. Students could choose from several classes including FW 560, FW 565, AEC 519, AEC 501, NR 520. Appendix 1 provides a sample 8 semester display for the undergraduate portion of the proposed ABM. A similar display for the graduate program would not be informative because neither the non-thesis nor the thesis based Master's degrees in FWCB degrees have specific class requirements. The current non-thesis degree requires 36 credits, and a Professional paper. The Thesis Masters requires 30 credits, a Thesis, and a Minor. The ABM would make no changes to these degrees other than allowing 12 credits of classes to double count for the FWCB undergraduate degree and the FWCB master's degrees.

Nils Peterson



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he, him, his

Lara Pacifici



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Christopher S. DePerno



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**Appendix 1.** Sample 8 semester display for the undergraduate portion of the proposed ABM in FWCB.

FORMAT A  
(SEMESTER-BY-SEMESTER CURRICULUM DISPLAY)

Indicate display status: Current:                      Proposed: X      Proposed Effective Semester: Fall 2021

Degree/Plan Title: B.S. in Fisheries and Wildlife Sciences, Master of FWCB, M.S. in FWCB  
Concentration/Subplan Title: ABM

| FRESHMAN YEAR                           |                  |                                             |                  |
|-----------------------------------------|------------------|---------------------------------------------|------------------|
| FALL SEMESTER                           | CREDITS          | SPRING SEMESTER                             | CREDITS          |
| ENV100/101                              | 3                | CH 101 Chemistry – A                        | 3                |
| ENG 101 Academic Writing & Research*    | 4                | Molecular Science*                          | 1                |
| MA 131 Elements of                      | 3                | CH 102 General Chemistry                    | 4                |
| Calculus* <sup>1</sup>                  | 4                | Lab*                                        | 3                |
| BIO 181 Intro Bio Ecol/Div*             | 1                | BIO 183 Intro Bio                           |                  |
| PE 1** Fitness & Wellness*              |                  | Cell/Molecular*                             | 3                |
|                                         |                  | COM 110 Public Speaking <b>or</b>           | 1                |
|                                         |                  | COM 112 Interpersonal                       |                  |
|                                         |                  | Communication                               |                  |
|                                         |                  | GEP Humanities Requirement*                 |                  |
|                                         |                  | GEP Physical Ed/Healthy Living Requirement* |                  |
|                                         | <i>Total: 15</i> |                                             | <i>Total: 15</i> |
| SOPHOMORE YEAR                          |                  |                                             |                  |
| FALL SEMESTER                           | CREDITS          | SPRING SEMESTER                             | CREDITS          |
| PB 200 Plant Life                       | 4                | Economics Elective <sup>4</sup>             | 3                |
| FW 221 Conservation of                  | 3                | BIO 360 Evolution, Behavior,                |                  |
| Natural Resources*                      | 3                | and Ecology <b>or</b>                       | 4                |
| Communications Elective <sup>2</sup>    | 4                | PB 360/365 Intro to                         | 3                |
| PY 131 Conceptual Physics* <sup>3</sup> | 2                | Ecology/Ecology Lab                         | 3                |
| FOR 172 Forest Systems Map and Mens     |                  | GEP Additional Breadth Requirement*         |                  |
|                                         |                  | Quantitative Elective <sup>5</sup>          |                  |
|                                         | <i>Total: 16</i> |                                             | <i>Total: 13</i> |
| SUMMER                                  | CREDITS          |                                             |                  |
| FW 311 Wildlife Inventory and Mgt       | 3                | SUMMER CAMP COURSES                         |                  |
| FW 312 Fisheries Techniques and Mgt     | 1                | MAY BE SUBSTITUTED BY A                     |                  |
| FW 313 Mountain Wildlife Ecol and Mgt   | 1                | COMBINATION OF TWO                          |                  |
| FW 314 Coastal Fish Ecol and Mgt        | 1                | APPROVED FWCB                               |                  |
|                                         |                  | INTERNSHIP (FW 492) OR                      |                  |
|                                         |                  | FWCB STUDY ABROAD                           |                  |



|                                                    |                      |           |                                        |                        |           |
|----------------------------------------------------|----------------------|-----------|----------------------------------------|------------------------|-----------|
|                                                    |                      | Total: 6  |                                        |                        |           |
| JUNIOR YEAR                                        |                      |           |                                        |                        |           |
| FALL SEMESTER                                      |                      | CREDITS   | SPRING SEMESTER                        |                        | CREDITS   |
| FOR 339                                            | Dendrology           | 4         | GEP                                    | Humanities             | 3         |
| FW 353                                             | Wildlife             | 3         | Requirement*                           |                        |           |
| Management                                         |                      | 3         | CH 220                                 | Introductory Organic   | 4         |
| GN 301                                             | Genetics in Human    | 3         | Chemistry <sup>6</sup>                 |                        |           |
| Affairs                                            |                      |           | FW 373                                 | Vertebrate Natural     | 3         |
| ST 311                                             | Intro to Statistics* |           | History                                |                        |           |
|                                                    |                      |           | FW 511                                 | Human Dimensions       | 3         |
|                                                    |                      |           | of Wildlife                            |                        |           |
|                                                    |                      |           | ENG 333                                | Comm for Science       | 3         |
|                                                    |                      |           | and Research                           |                        |           |
|                                                    |                      | Total: 13 |                                        |                        | Total: 16 |
| SENIOR YEAR                                        |                      |           |                                        |                        |           |
| FALL SEMESTER                                      |                      | CREDITS   | SPRING SEMESTER                        |                        | CREDITS   |
| Insects and People                                 | ENT201 (and IP)      | 3         | FW 553                                 | Principles of Wildlife | 4         |
| GIS 410                                            | Introduction to GIS  | 3         | Science                                |                        |           |
| Policy Elective <sup>8</sup>                       |                      | 3         | FW 503 or FW 560 or FW 544             |                        | 3         |
| FW 404                                             | Wildlife Habitat     | 3         | Wildlife Elective                      |                        |           |
| Management - Graduate section                      |                      |           | AEC 420                                | Intro to Fisheries     | 3         |
| offered as special topics = FW 595                 |                      |           | Science                                |                        |           |
| FW 415                                             | Professional         | 1         | Physical Science Elective <sup>9</sup> |                        | 3         |
| Development                                        |                      |           |                                        |                        |           |
|                                                    |                      | Total: 13 |                                        |                        | Total: 13 |
| Minimum Credit Hours Required for Graduation*: 120 |                      |           |                                        |                        |           |

### **Major/Program Footnotes:**

<sup>1</sup> Students with appropriate math skills are encouraged to take the math sequence MA 141 & 241

<sup>2</sup> Select from ENG 214, ENG 215, ENG 216, COM 201, COM 211, COM 226, COM 301, COM 302

<sup>3</sup> Students wishing to take a 2-course physics sequence should take PY 211 & PY 212

<sup>4</sup> Select from ARE 201, EC 201, or EC 205

<sup>5</sup> Select from MA 231, MA 241, CSC 200, ST 312

<sup>6</sup> Students wishing to take a 2-course organic chemistry sequence should take CH 221/222 & CH 223/224

<sup>7</sup> Select from FW 333, FW 403, FW 405, FW 444, FW 460, FW 465, ZO 501, ZO 542, BIO 250, BIO 410, ENT 201, ENT 402, ENT 425, FOR 304, SSC 200, NR 300

<sup>8</sup> Select from NR 460, ARE 309, PS 320, or PS 336

<sup>9</sup> Select from CH 201/202, CH 223, CH 323, MEA 100/100L, MEA 130/135, MEA 200, MEA 210, MEA 220, MEA 250/251, PY 212

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

To complete the requirements for graduation and the General Education Program, the following category credit hours and co-requisites must be satisfied.

University approved GEP course lists for each of the following categories can be found at <http://www.ncsu.edu/uap/academic-standards/gep/courselists/index.html>.

- A. Mathematical Sciences** (6 credit hours – one course with MA or ST prefix)  
*Choose from the University approved GEP Mathematical Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: MA 131, ST 311*
- B. Natural Sciences** (7 credit hours – include one laboratory course or course with a lab)  
*Choose from the University approved GEP Natural Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: CH 101 and CH 102, PY 131, BIO 181, BIO 183, PB 360 and PB 365 or BIO 260*
- C. Humanities** (6 credit hours selected from two different disciplines/course prefixes)  
*Choose from the University approved GEP Humanities course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: None*
- D. Social Sciences** (6 credit hours selected from two different disciplines/course prefixes)  
*Choose from the University approved GEP Social Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: ARE 201 or EC 205, NR 460, ARE 309, PS 320, or PS 336*
- E. Physical Education/Healthy Living** (2 credit hours – at least one 100-level Fitness and Wellness Course)  
*Choose from the University approved GEP Physical Education/Healthy Living course list.*
- F. Additional Breadth** - (3 credit hours to be selected from the following checked University approved GEP course lists)  
☒ Humanities/Social Sciences/Visual and Performing Arts or \_\_\_\_\_Mathematical Sciences/Natural Sciences/Engineering
- G. Interdisciplinary Perspectives** (5-6 credit hours)  
*Choose from the University approved GEP Interdisciplinary Perspectives course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: FW 221*
- H. Introduction to Writing** (4 credit hours satisfied by completing ENG 101 with a C- or better )

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

- I. U.S. Diversity (USD)**  
*Choose from the University approved GEP U.S. Diversity course list or choose a course identified on the approved GEP course lists as meeting the U.S. Diversity (USD) co-requisite. The following course(s) completed as part of the Major requirements may fulfill this requirement: None*
- J. Global Knowledge (GK)**  
*Choose from the University approved GEP Global Knowledge course list or choose a course identified on the approved GEP course lists as meeting the Global Knowledge*

*(GK) co-requisite. The following course(s) completed as part of the Major requirements may fulfill this requirement: FW 221*

**K. Foreign Language proficiency** - Proficiency at the FL\_102 level is required for graduation.

## BIO 269 Course Syllabus

### BIO 269 – Research in the Life Sciences II: Lemur Behavior Explorations

Fall 2020

3 Credit Hours

#### Course Description

This course is designed to provide students with a laboratory framework for conducting original research and (together with BIO 267) preparation to move on to conducting research in a scientific laboratory. Students will generate their own research goals, write research proposals, conduct original mentored independent research, and present their findings at poster symposia both at NC State and at local conferences.

#### Learning Outcomes

After completing this course, students will be able to:

1. develop and write research goals and proposals for their own original research plan.
2. conduct experiments based on their research proposals.
3. keep thorough, detailed notes in an organized lab notebook.
4. analyze and summarize the data they collect.
5. interpret and display experimental results for scientific symposia and lab meetings.
6. prepare and present poster presentations.

#### Course Structure

The weekly research and work schedule will be dictated by research results and will vary from week to week, with a minimum of one (1) hour in lecture / seminar / lab meetings (which typically are interactive and discussion-based) plus at least six (6) hours in the lab, field, and/or on the computer etc. each week. Research will consist of independent studies conducted in a supervised setting. Students are expected to be responsible, pro-active, and productive during their research time.

#### Instructors

**Dr. Lisa Paciulli** - *Instructor*

**Email:** [lisa\\_paciulli@ncsu.edu](mailto:lisa_paciulli@ncsu.edu)

**Phone:** 919-515-0309 conference room, 919-515-0068 lab

**Office:** David Clark Labs 114

**Office Hours:** By appointment

#### Course Meetings -- Required

##### *Lecture Meeting*

**Days:** Tuesdays  
**Time:** 10:40 a.m. - 12:30 p.m.  
**Campus:** Main  
**Location:** Bostian 2725

### **Research Meeting**

**Days:** MTWThF  
**Time:** 8:30 a.m.-3:30 p.m. for those going to the Duke Lemur Center – at least 6 scheduled hours per week, scheduled with the instructor  
**Campus:** Main  
**Location:** Bostian 2725, Bostian 4704, Duke Lemur Center

### **Lab Notes**

Students will schedule time to be in the lab, field, and/or on the computer, etc. with the lab instructor – whatever the individual research project requires. Students are required to sign in and spend at least six (6) hours in the lab, field, and/or on the computer, etc. and to attend a 1:20-hour lecture / seminar / lab meeting session once a week. Students must schedule their lab, field, and/or computer time with the course instructor, as students do not have independent access to some of these facilities such as the laboratory. Failure to complete the appropriate lab, field, and/or computer, etc. and class time each week will result in failing the course.

## **Course Materials**

### **Textbooks**

No textbook. Required readings will be provided on Moodle and/or in class.

### **Materials**

**Composition lab, field, and/or electronic note- / data-books.**  
*This material is required.*

## **Requisites and Restrictions**

### **Prerequisites**

C- or better in BIO 181 and BIO 183; and B- or better in BIO 267

### **Co-requisites**

None

### **Restrictions**

None

## **General Education Program (GEP) Information**

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

## **Transportation**

Students must provide their own transportation to and from the Duke Lemur Center. Students who cannot travel to / from the Duke Lemur Center may conduct an alternate lemur study that does not require travel.



## TECHNOLOGY REQUIREMENTS

- > [Moodle and Wolfware](#)
- > [Adobe Reader](#) (for reading PDF files)

## Minimum Technology Skills

- > Obtain regular access to a reliable internet connection
- > Proficient typing and word processing skills (MS Word, text editors, Google Docs)
- > Ability to use online communication tools, such as email (create, send, receive, reply, print, send/receive attachments), discussion boards (read, search, post, reply, follow threads), social media, chats, and messengers.
- > Download attachments
- > Knowledge of copy/paste and use of spell check
- > Internet skills and ability to perform online research using various search engines and library databases. Visit [Distance Learning Services](#) at NCSU Libraries for more information.

**Late Assignments:** *There are no late assignments in this course. Assignments submitted after an assignment is graded will not be graded.*

## Policies on Incomplete Grades

**Incomplete Grades:** A grade of **Incomplete (IN)** may be assigned at the discretion of your instructor. This grade is considered only in the circumstances of a serious interruption in your work not caused by your own negligence. An IN grade is appropriate only if your record in this course is such that the successful completion of missed assignments or exams would enable you to pass the course.

A grade of **AU** will be assigned only if the student auditing the course has an attendance record with no more than three unexcused absences, and completes all assignments. Students taking this course for **credit-only** (S/U) must complete the course with the equivalent of a grade of C- or above.

**Attendance and Participation:** Attendance in the lab, field, and/or on the computer, etc. will be monitored through a weekly sign-in/-out log, Google Calendar, Google Drive, and the student's note- and data-book recordings. Students are required to be in the lab, field, and/or on the computer for the minimum weekly hours. Extenuating circumstances (e.g., illness or family emergency) that cause the student to miss lab, field, and/or computer time should be documented and cleared by the instructor. An absence may be excused if appropriate documentation is provided.

Again, opportunities to make-up missed assignments will be allowed only if students have a university-sanctioned excuse (*i.e.*, hospitalization, *etc.*) and supporting verifiable documentation.

If a student discontinues attending class without following proper procedures for dropping or withdrawing, s/he will receive a grade of an F in the course. You may read about NCSU's attendance regulations (REG 02.20.03) at: <http://policies.ncsu.edu/regulation/reg-02-20-03>.

**Academic Integrity and Honesty:** Students are required to comply with the university policy on academic integrity found in the [Code of Student Conduct](#). Therefore, students are required to uphold the university pledge of honor and exercise honesty in completing any assignment.

Please refer to the [Academic Integrity](#) web page for a detailed explanation of the University's policies on academic integrity and some of the common understandings related to those policies.

**Inclusion:** It is the policy of the State of North Carolina to provide equality of opportunity in education and employment for all students and employees. Educational and employment decisions should be based on factors that are germane to academic abilities or job performance. North Carolina State University ("NC State") strives to build and maintain an environment that supports and rewards individuals on the basis of relevant factors such as ability, merit and performance. Accordingly, NC State engages in equal opportunity and affirmative action efforts, and prohibits discrimination, harassment, and retaliation, as defined by this policy.

This classroom is an inclusive space. Students and instructors in this course will treat one another with respect regardless of race, ethnicity, national origin, religion, ability, age, sexual orientation, sex, gender identity, or veteran status.

**Supporting Fellow Students in Distress:** As members of the NC State Wolfpack community, we each share a personal responsibility to express concern for one another and to ensure that this classroom and the campus as a whole remains a safe environment for learning. Occasionally, you may come across a fellow classmate whose personal behavior concerns or worries you. Anytime you are concerned about **any** member of the Wolfpack community, please report this behavior to the [NC State Cares website](#). Although you can report anonymously, it is preferred that you share your contact information so they can follow-up with you personally.

## STUDENT SERVICES

- > [Academic Advising](#)
- > [Registering for Classes](#)
- > [Financial Aid](#)
- > [Accessibility Support](#)
- > [Online and Distance Education website](#)
- > [Student Ombuds Services](#)

## STUDENT BASIC NEEDS

**Basic Needs Security:** Any student who faces challenges securing their food or housing or has other severe adverse experiences and believes this may affect their performance in the course is encouraged to notify the professor if you are comfortable in doing so. Alternatively, you can contact the Division of Academic and Student Affairs to learn more about the Pack Essentials program <https://dasa.ncsu.edu/pack-essentials/>

- > **Student Ombuds Services**
- > **Pack Essentials:** food pantry, emergency financial assistance, housing resources.
- > **Supplemental Nutrition Assistance Program (SNAP):** college students **can** qualify for assistance with food expenses through SNAP. No social security number is required.
- > **More in My Basket:** NC State office that assists with completing SNAP applications.
- > **Wolfpack Styled Professional Clothing Closet**

## TECHNICAL SUPPORT

NC State University HELP Desk:

- > Website: <https://help.oit.ncsu.edu/>
- > Email: [help@ncsu.edu](mailto:help@ncsu.edu)
- > Phone: 919.515.HELP
- > Walk-in Support

Hours:

| Semester        | Monday-Friday                                           | Saturday                                    |
|-----------------|---------------------------------------------------------|---------------------------------------------|
| Fall and Spring | 8 a.m. to 7 p.m.<br>After 5 p.m., please ring doorbell. | Noon to 5 p.m.<br>Please ring doorbell.     |
| Summer          | 8 a.m. to 5 p.m.                                        | Noon to 5 p.m.<br><br>Please ring doorbell. |

Students can receive computer support in these areas:

### > **Operating system**

Including virus and spyware removal

### > **Software**

Most software packages are easy to install, but if you encounter difficulty, Walk-in Center staff are happy to help.

### > **Network connectivity**

ResNet and the campus wireless network

> **Warranty and hardware repair**

For computers and warranties purchased through the NC State Bookstore

> **Unity account**

Including password resets, disabled accounts

> **2SV support**

Duo and Google two-step verification support

## ELECTRONIC COURSE COMPONENTS

Most course components will be given *via* the online Moodle course site.

*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.*

Students are responsible for reviewing the NC State University PRR's which pertains to their course rights and responsibilities:

- > [Equal Opportunity and Non-Discrimination Policy Statement](#) and [additional references](#)
- > [Code of Student Conduct](#)
- > [Grades and Grade Point Average](#)
- > [Credit-Only Courses](#)
- > [Audits](#)

## 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 the [Disability Resource Office](#) at Holmes Hall, Suite 304, Campus Box 7509, 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 \(REG02.20.01\)](#)

## COURSE EVALUATIONS

ClassEval is the end-of-semester survey for students to evaluate instruction of all university classes. The current survey is administered online and includes 12 closed-ended questions and 3 open-ended questions. Deans, department heads, and instructors may add a limited number of their own questions to these 15 common-core questions.

Each semester students' responses are compiled into a ClassEval report for every instructor and class. Instructors use the evaluations to improve instruction and include them in their promotion and tenure dossiers, while department heads use them in annual reviews. The reports are included in instructors' personnel files and are considered confidential.

Online class evaluations will be available for students to complete during the last two weeks of the semester for full semester courses and the last week of shorter sessions. Students will receive an email directing them to a website to complete class evaluations. These become unavailable at 8am on the first day of finals.

- > Contact ClassEval Help Desk: [classeval@ncsu.edu](mailto:classeval@ncsu.edu)
- > [ClassEval website](#)
- > [More information about ClassEval](#)

## Safety & Risk Assumptions

Students will be required to go through Laboratory Safety and Radiation Safety Training before being able to participate in lab activities. Students must follow proper lab safety at all times; if they fail to do so, they may be asked to leave the lab. Students collecting data on animals will be required to go through Institutional Animal Care and Use Committee (IACUC), Ethics, and other trainings before being able to participate in field and/or data collection activities.

## Grading

### Grade Components

| Component           | Weight (pts) | Details                                                                                                                                                                                                                                 |
|---------------------|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assignments         | 100          | Students do Moodle assignments and respond to reflective prompts at intervals throughout the semester. Rubrics provided on Moodle.                                                                                                      |
| Electronic Databook | 100          | Recorded daily lab, field, and/or computer activities, both successful and unsuccessful methods / experiments, etc. Notes should be thorough and repeatable and will be checked periodically by instructor. Rubrics provided on Moodle. |

| Component                                               | Weight (pts) | Details                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Poster &amp; Presentation</b>                        | <b>100</b>   | To be presented during final exam week, a compilation of research results, plus an Introduction to the topic of study, the Methods used, and a Discussion of the Results. Rubric provided on Moodle.                                                                                                                                  |
| <b>Future Research Proposal</b>                         | <b>75</b>    | Office of Undergraduate Research (OUR) Research Proposal. Rubric and guidelines provided on Moodle.                                                                                                                                                                                                                                   |
| <b>Research Pre-Proposal</b>                            | <b>50</b>    | Pre-proposal: Brief written plan of proposed study, and corresponding 3-minute oral presentation with one PowerPoint slide (including draft slide, slide revisions, practice presentation recordings, presentation, & final slide). Rubrics provided on Moodle.                                                                       |
| <b>Participation</b>                                    | <b>45</b>    | Students pay attention, are present and attentive; are actively engaged in lecture, lab, the field, &/or on the computer; are able to discuss required readings; put their weekly schedule on course Google Calendar, complete minimum required hours in the lab, field, &/or on the computer; and are responsible research citizens. |
| <b>SNCURCS/Grad Symposium</b>                           | <b>15</b>    | Symposium attendance and presentation critiques.                                                                                                                                                                                                                                                                                      |
| <b>RP Poster Symposium attendance &amp; Peer Review</b> | <b>15</b>    | Students provide written feedback on poster and oral presentations.                                                                                                                                                                                                                                                                   |
| <b>Total points</b>                                     | <b>500</b>   |                                                                                                                                                                                                                                                                                                                                       |

### **Letter Grades**

This course uses standard NCSU letter grading:

#### **Total Points (500)**

|    |         |   |         |    |         |
|----|---------|---|---------|----|---------|
| A+ | 500-486 | A | 485-471 | A- | 470-456 |
| B+ | 455-441 | B | 440-426 | B- | 425-411 |
| C+ | 410-396 | C | 395-381 | C- | 380-366 |
| D+ | 365-351 | D | 350-336 | D- | 335-321 |

You will fail the course if you receive less than 321 points.



## Course Schedule

The schedule is subject to change. Please note that in order to keep the research progressing successfully, assignments will be due twice a week.

| Week          | Tuesday Topic                                                                                                 | Weekly Activities                                                                                                                                      | Due before the next class                                                                                                                                                                                                                                                                                                     | Readings                                                                                                                               |
|---------------|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Aug 10</b> | - Introduction<br>- Research Project selection survey<br>- Google Calendar scheduling<br>- Research checklist | <b>Workshop 1:</b> Introduction to research; A. DLC checklist + conducting observational research at the DLC; B. Training to collect vocalization data | <ul style="list-style-type: none"> <li>Pre-course surveys</li> <li>Schedule 3-hr time block on Moodle</li> <li>Schedule 2-hr time block on Moodle</li> <li>Put schedule on Google Calendar</li> <li>Acknowledge DLC checklist</li> <li>DLC research preparation forms I</li> <li>Date you are getting your TB Test</li> </ul> | - Verdolin & Harper (2013) Shy mouse lemur behavior<br>- Boinski (1989) Squirrel monkey positional behavior                            |
| <b>Aug 17</b> | - What is a primate?                                                                                          | <b>Workshop 2:</b> Requirements of working with primates: Immunizations, tests, etc.                                                                   | <ul style="list-style-type: none"> <li>Verifiable documentation of past measles vaccination (<i>i.e.</i>, MMR)</li> <li>Get TB Test</li> <li>DLC research preparation forms II</li> <li>Submit Duke guest ID, password, and e-mail</li> <li>First ½ of the Duke IACUC online research preparation modules</li> </ul>          | - Ozrech (2005) What makes a primate<br>- Freeman <i>et al.</i> (2010) Review of personality in non-human primates                     |
| <b>Aug 24</b> | - What is a prosimian?<br>- Lorises and galagos<br>- Pre-proposal research question & methods                 | <b>Workshop 3:</b> Pre-proposal topic and previous studies                                                                                             | <ul style="list-style-type: none"> <li>Verifiable documentation of a TB-Test in the past 30 days</li> <li>Second ½ of the Duke IACUC online research preparation modules</li> <li>DLC Personnel Qualifications Form</li> </ul>                                                                                                | - Bray et al. (2017) Development of feeding behavior in chimpanzees<br>- Crockett & Ha (2010) Zoo behavioral data collection (386-391) |
| <b>Aug 31</b> | - Duke Lemur Center orientation <b>at the DLC</b>                                                             | <b>Workshop 4:</b> Pre-proposal methods                                                                                                                | <ul style="list-style-type: none"> <li>Verdolin &amp; Harper (2013) 'quiz'</li> <li>One-page research ethics reading</li> <li>DLC Researcher's Manual 'quiz'</li> <li>DLC email</li> <li>Pre-proposal one slide</li> </ul>                                                                                                    | - Gould <i>et al.</i> (2010) Lemuriformes<br>- Crockett & Ha (2010) Zoo behavioral data collection (p. 394 - 397 data sheets)          |
| <b>Sep 7</b>  | - 3-minute Pre-proposal presentations                                                                         | <b>Workshop 5:</b> Effective presentation skills and practice                                                                                          | <ul style="list-style-type: none"> <li>Pre-proposal one slide edits</li> <li>Written research pre-proposal</li> </ul>                                                                                                                                                                                                         | - DLC History & Research<br>- Sussman (2010) History of Primate Field Studies                                                          |
| <b>Sep 14</b> | - Lemurs and tarsiers<br>- Data coding                                                                        | DLC Data Collection I                                                                                                                                  | <ul style="list-style-type: none"> <li>Written research pre-proposal edits</li> <li>Data Collection I data (video &amp;/or data uploaded, coded, etc.)</li> </ul>                                                                                                                                                             | - Dingemanse & Wolf (2010) Models for animal personalities<br>- Dammhahn (2016) Mouse lemur personalities: Life history trade-off?     |

|               |                                                                                                                                                          |                                                                                                                                             |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                    |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Sep 21</b> | <ul style="list-style-type: none"> <li>- Behavioral statistics</li> <li>- Interobserver reliability</li> <li>- Data coding</li> </ul>                    | DLC Data Collection II                                                                                                                      | <ul style="list-style-type: none"> <li>• Written research pre-proposal final</li> <li>• Data Collection II data (video &amp;/or data uploaded, coded, etc.)</li> </ul>                                                                                          | <ul style="list-style-type: none"> <li>- Uher &amp; Asendorpf (2008) Personality assessment: Comparing behavior measures.</li> <li>- Crockett &amp; Ha (2010) Zoo behavioral data collection (p. 391-394 (coding)</li> <li>- Campbell <i>et al.</i> (2010) Prim. Behav. Data Collection</li> </ul> |
| <b>Sep 28</b> | <ul style="list-style-type: none"> <li>- Primate Evolution</li> <li>- Poster Storyboard</li> <li>- Poster Template, Title Banner, &amp; Logos</li> </ul> | DLC Data Collection III                                                                                                                     | <ul style="list-style-type: none"> <li>○ Data Collection III data (video &amp;/or data uploaded, coded, etc.)</li> </ul>                                                                                                                                        | <ul style="list-style-type: none"> <li>- Bart <i>et al.</i> (1998) Statistical analysis in behavioral ecology</li> <li>- Crockett &amp; Ha (2010) Zoo behavioral data collection (p. 397, (observer reliability)</li> </ul>                                                                        |
| <b>Oct 5</b>  | <ul style="list-style-type: none"> <li>- Poster Methods</li> <li>- Future Research Proposal</li> </ul>                                                   | DLC Data Collection IV<br><b>Workshop 6:</b> Data Summary meetings                                                                          | <ul style="list-style-type: none"> <li>○ Data Collection IV data (video &amp;/or data uploaded, coded, etc.)</li> <li>○ Poster: Storyboard/Template, Title Banner, &amp; Acknowledgements</li> </ul>                                                            | <ul style="list-style-type: none"> <li>- Reader (2011) Evolution of Primate Intelligence</li> <li>- Byrne (2000) Evolution of Primate Cognition</li> <li>- Tomasello (2000) Primate cognition</li> </ul>                                                                                           |
| <b>Oct 12</b> | <ul style="list-style-type: none"> <li>- Poster Introduction</li> </ul>                                                                                  | DLC Data Collection V                                                                                                                       | <ul style="list-style-type: none"> <li>○ Data Collection V data (video &amp;/or data uploaded, coded, etc.)</li> <li>○ Poster: Edits + Methods</li> <li>○ Future research proposal Research Question &amp; Methods</li> </ul>                                   | <ul style="list-style-type: none"> <li>- Fleming (2008) Personality in captive ring-tailed lemurs</li> <li>- Mitchell (2008) Personality in ring-tailed lemurs</li> </ul>                                                                                                                          |
| <b>Oct 19</b> | <ul style="list-style-type: none"> <li>- Data analysis</li> </ul>                                                                                        | <b>Workshop 7:</b> Total data summaries – <i>NOTE: Each student must have completed all data collection &amp; have all data summarized.</i> | <ul style="list-style-type: none"> <li>○ All Data (all videos &amp;/or data uploaded, coded, etc.)</li> <li>○ Individual progress meetings</li> <li>○ Poster: Edits + Introduction</li> <li>○ Future research proposal Introduction &amp; References</li> </ul> | <ul style="list-style-type: none"> <li>- Crockett &amp; Ha (2010) Zoo behavioral data collection (p. 398 - 399 data presentation &amp; analysis)</li> <li>- Crockett &amp; Ha (2010) Zoo behavioral data collection (p. 399 - 403 data analysis)</li> </ul>                                        |
| <b>Oct 26</b> | <ul style="list-style-type: none"> <li>- Making figures</li> <li>- Data analysis</li> <li>- Poster Results</li> </ul>                                    | <b>Workshop 8:</b> Data analysis I                                                                                                          | <ul style="list-style-type: none"> <li>○ Individual data analysis meetings</li> <li>○ Poster: Edits + Figures &amp; Results (including statistics)</li> <li>○ Future research proposal</li> </ul>                                                               | <ul style="list-style-type: none"> <li>- Figure Papers</li> </ul>                                                                                                                                                                                                                                  |

|                                   |                                                                                                                                |                                                                 |                                                                                                                                                                                      |                                                                                                                                                    |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Nov 2</b>                      | - Poster Discussion & References                                                                                               | <b>Workshop 9:</b> Data analysis II                             | <ul style="list-style-type: none"> <li>o Individual poster meetings</li> <li>o Poster: Edits + Discussion &amp; References</li> <li>o Future research proposal with edits</li> </ul> | - Dosmann & Mateo (2014)<br>Animal personality persists with plasticity across environments                                                        |
| <b>Nov 9</b>                      | - Poster Future Research & Abstract                                                                                            | <b>Workshop 10:</b> Poster workshop                             | <ul style="list-style-type: none"> <li>o Poster: Edits + Future Research &amp; Abstract</li> <li>o Graduate symposium peer reviews</li> </ul>                                        | - Hedrick (2017)<br>Development of animal personality<br>- Beekman & Jordan (2017)<br>Does animal personality yield insight for behavioral ecology |
| <b>Nov 16</b>                     | (Tomorrow is the last day of the semester.)<br>Last day of class<br>- Print poster<br>- Poster practice<br>- Final assignments | - Poster practice                                               | <ul style="list-style-type: none"> <li>o Poster: Print glossy 36" x 48"</li> <li>o Poster: Practice Videos</li> <li>o Post-course surveys</li> </ul>                                 | - Weiss (2017)<br>Personality traits in the animal kingdom<br>- Dingemanse & Reale (2010)<br>Natural selection & personality                       |
| <b>Mon., Nov 23, 12-2:30 p.m.</b> | Final "Exam" / Research PackTrack Requirement: Research Poster presentation                                                    | Research PackTrack Poster Symposium held during final exam time | <ul style="list-style-type: none"> <li>o BIO 267 poster reviews</li> <li>o BIO 269 poster peer reviews</li> </ul>                                                                    |                                                                                                                                                    |

## SYLLABUS MODIFICATION STATEMENT

*Our syllabus represents a flexible contract. It outlines the topics we will cover and the order we will cover them in. Dates for assignments represent the earliest possible time they would be due. The pace of the class depends on student mastery and interests. Thus, minor changes in the syllabus can occur if we need to slow down or speed up the pace of instruction.*

## COS 110 Course Syllabus

### COS 110 - Exploring Issues of Diversity, Equity, and Inclusion in the Sciences

**Section 001**

**Fall 2021**

**1 Credit Hour**

#### Course Description

This course is designed to assist students in their successful transition to the college academic environment and encourage the use of academic success strategies, critical thinking and opportunity for students to explore the questions of scientific identity as well as intersections of diversity and inclusion in science. This course requires that participants actively explore their biases, examine systemic beliefs and examine practices that impact the way in which people interact with one another and the scientific enterprise.

#### Learning Outcomes

By the end of the course you will be able to:

1. Articulate and demonstrate personal, professional and academic skills to help students succeed at the university.
2. Identify campus and cultural community resources.
3. Foster and cultivate student STEM identities and interests.
4. Articulate social science concepts contributing to disparities of underrepresented populations in science, technology, engineering and math.
5. Communicate an understanding of the ways in which race, ethnicity, and/or gender are socially constructed.

#### Course Structure

This is a seminar course with in class lectures, group discussions, group activities. Homework will be due through Moodle.

#### Instructors

**Dr Jamila Simpson** (jrsmith) - *Instructor*

**Email:** [j\\_simpson@ncsu.edu](mailto:j_simpson@ncsu.edu)

**Phone:** 919-515-7841

**Fax:** 919-515-7855

**Office Location:** Bureau of Mines

**Office Hours:** Directly after class or by appointment.

#### Course Meetings

##### Seminar

**Days:** H

**Time:** 10:15AM - 11:30AM

**Campus:** Main

**Location:** 110 Cox Hall

*This meeting is required.*

## Course Materials

### Textbooks

None.

### Expenses

None.

### Materials

**Washington, D. W. (2011). Life is a Choice: A Guide to Success in Life. Washington & Company, LLC. Raleigh, NC. - \$2.99**

*This material is required.*

**McIntosh, Peggy. (1990). White privilege: Unpacking the invisible knapsack. Independent School, 49(2), 31-35. - Free**

*This material is required.*

**Woodson, Carter G. (1933). Mis-education of the Negro. Trenton, N.J: Africa World Press. (Specific Chapters available online) - Free**

*This material is required.*

## Requisites and Restrictions

### Prerequisites

None.

### Co-requisites

None.

### Restrictions

College of Sciences. First Semester Students.

## General Education Program (GEP) Information

### GEP Category

**This course does not fulfill a General Education Program category.**

### GEP Co-requisites

**U.S. Diversity**

### GEP Co-requisite Outcomes

By the end of the course you will be able to:

1. Articulate social science concepts contributing to disparities of underrepresented populations in science, technology, engineering and math.

2. Communicate an understanding of the ways in which race, ethnicity, and/or gender are socially constructed.

## How This Course Will Fulfill GEP Co-requisite Outcomes

1. In class discussion and online reflection of concepts: Unconscious Bias, Stereotype Threat, White Privilege reading.

2. Reading of Mis-Education of the Negro. Watching the documentary: Race - The Power of an Illusion documentary

## 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                                                                                                                                                                                                                                                                                         |
|-----------------------------|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Grade Tracker(s)            | 15%    |                                                                                                                                                                                                                                                                                                 |
| Privilege List              | 10%    | Create a privilege list reflecting on your own privileged identities. Name 10 privileges (make sure to name the privilege) and write 2 to 3 sentences to explain each privilege. Try not to make gross generalizations that aren't supported by data.                                           |
| Time Sheet                  | 10%    | Use the timesheet available on Moodle and write how you actually use your time. Make sure to color code the time in categories (studying; essentials - like eating, sleeping, etc; class time; social). Tally hrs. spent in each category. This is for you to reflect on how you use your time. |
| Resume                      | 10%    | Resume should have the components presented in class by the Career Development Center.                                                                                                                                                                                                          |
| Professors' Signature Sheet | 15%    | Meet with each of your course instructors. Courses you do not have to meet with (but are extra credit - health and exercise courses, labs, recitations).                                                                                                                                        |
| Advisor Signature Sheet     | 10%    | Meet with your advisor and talk about your future plans/goals. Make sure to answer the questions on the advisor form (located on Moodle). There should be at least 3 sentences answers for each question.                                                                                       |
| Class Attendance            | 10%    | Class attendance.                                                                                                                                                                                                                                                                               |
| Online discussions          | 10%    |                                                                                                                                                                                                                                                                                                 |
| Final Exam                  | 10%    |                                                                                                                                                                                                                                                                                                 |

## Letter Grades

This Course uses Standard NCSU Letter Grading Scale

|    |   |    |   |     |
|----|---|----|---|-----|
| 97 | ≤ | A+ | ≤ | 100 |
| 93 | ≤ | A  | < | 97  |
| 90 | ≤ | A- | < | 93  |
| 87 | ≤ | B+ | < | 90  |
| 83 | ≤ | B  | < | 87  |



|    |   |    |   |    |
|----|---|----|---|----|
| 80 | ≤ | B- | < | 83 |
| 77 | ≤ | C+ | < | 80 |
| 73 | ≤ | C  | < | 77 |
| 70 | ≤ | C- | < | 73 |
| 67 | ≤ | D  | < | 70 |
| 63 | ≤ | D  | < | 67 |
| 60 | ≤ | D- | < | 63 |
| 0  | ≤ | F  | < | 60 |

### Requirements for Credit-Only (S/U) Grading

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

### Requirements for Auditors (AU)

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

### Policies on Incomplete Grades

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

### Late Assignments

Assignments are due on Moodle on the due date. Late assignments will automatically be penalized five (5) points if not submitted in complete form on the due date. An additional five (5) points will be subtracted from the assignment for each day thereafter up to four days. After three days the assignment will receive a grade of F or zero depending on the grading scale for that particular assignment. If assignments are due on the day that a student has arranged to be absent, he/she must turn the assignment in early. If you believe there are exceptional circumstances for a late assignment, please speak with the instructor.

### Attendance Policy

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

### Attendance Policy

Attendance is part of your course grade (see syllabus). You must be present for the entire course period. If you have a reason for an exception, please contact the instructor.

### Absences Policy

Certain absences may be excused but should be arranged ahead of time with instructor. For additional clarification on Attendance Regulations (REG02.20.3) is available at <http://policies.ncsu.edu/regulation/reg-02-20-03>. Excuses for unanticipated absences must be presented to the instructor within one week after the return to class.

### Makeup Work Policy

Please see the Late Assignments Policy section.

### 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>

Students are expected to adhere to the University policies on academic integrity and the Code of Student Conduct, which is available at the following website: Code of Student Conduct Policy (POL11.35.1) available at <http://policies.ncsu.edu/policy/pol-11-35-01>. Violations of academic integrity will be handled in accordance with the Student Discipline Procedures (NCSU REG 11.35.02).

### Honor Pledge

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

### Digital Course Components

Students may be required to disclose personally identifiable information to other students in the course, via digital tools, such as 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.

**Digital Course Components:** Moodle discussions

### Accommodations for Disabilities

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office at Holmes Hall, Suite 304, Campus Box 7509, 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 (REG02.20.01) (<https://policies.ncsu.edu/regulation/reg-02-20-01/>).

### Non-Discrimination Policy

NC State provides equal opportunity and affirmative action efforts, and prohibits all forms of unlawful discrimination, harassment, and retaliation ("Prohibited Conduct") that are based upon a person's race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability, gender identity, genetic information, sexual orientation, or veteran status (individually and collectively, "Protected Status"). Additional information as to each Protected Status is included in NCSU REG 04.25.02 (Discrimination, Harassment and Retaliation Complaint Procedure). 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 <https://oied.ncsu.edu/divweb/>. 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.

#### Seminar H 10:15AM - 11:30AM — Week 1 — 08/19/2021 - 08/19/2021

Ice Breakers (Getting to Know You)

Course Expectations/Syllabus Review History of the course

Upperclassmen Real Talk (Navigating NC State)

Homework: Read Chapter 1, 2 of Life is a Choice

#### Seminar H 10:15AM - 11:30AM — Week 2 — 08/26/2021 - 08/26/2021

Class discussion Chapters 1, 2 (Life is a Choice)

Grade Tracker Demonstration

Test-Taking Quiz

Time Management

Homework: Grade Tracker; Read Chapter 3,4 of Life is a Choice & Fill out your time sheet for the week

**Seminar H 10:15AM - 11:30AM — Week 3 — 09/02/2021 - 09/02/2021**

Class discussion Chapter 3, 4 (Life is a Choice)

Counseling Center

Guest Speaker: Mr. Wesley Wade

Sciences Career Counselor, Career Development Center

Homework: Read Chapter 5,6 of Life is a Choice, Create a Resume

**Seminar H 10:15AM - 11:30AM — Week 4 — 09/09/2021 - 09/09/2021**

Class discussion Chapter 5, 6 (Life is a Choice)

Scientists

Privilege

Homework: Read Chapter 7, 8 of Life is a Choice; Read Unpacking the Inv. Backpack; Write ways in which you are privileged

**Seminar H 10:15AM - 11:30AM — Week 5 — 09/16/2021 - 09/16/2021**

Class discussion Chapter 7, 8 (Life is a Choice)

Oppressive Messages

- Black Doll Video - Make up Video

Blue Eyed Video - HP Video Empowering Messages (what are yours?)

Homework: Grade Tracker, Read Chapter 9, 10 of Life is a Choice; Meet with professors and your advisor to talk about classes and career goals

**Seminar H 10:15AM - 11:30AM — Week 6 — 09/23/2021 - 09/23/2021**

Class discussion Chapter 9, 10 (Life is a Choice)

Goal Planning (Mr. Wes Wade)

Resources (Counseling Center)

Homework: Read Chapter 11, 12 of Life is a Choice; Meet with professors and your advisor to talk about classes and career goals; Read Mis-Education of the Negro Chapters

**Seminar H 10:15AM - 11:30AM — Week 7 — 09/30/2021 - 09/30/2021**

Class discussion Chapter 11, 12 (Life is a Choice)

Global Citizenship - Study Abroad

Race: Power of an Illusion (Documentary)

Homework: Read Chapter 13 of Life is a Choice

**Seminar H 10:15AM - 11:30AM — Week 8 — 10/07/2021 - 10/07/2021**

Alumni Day - Alumni will visit the class and speak with students about how they navigated the university and what they are doing with their degrees.

**Seminar H 10:15AM - 11:30AM — Week 9 — 10/13/2021 - 10/13/2021**

Class discussion Chapter 13 (Life is a Choice)

Race: Power of an Illusion (Documentary)

**Seminar H 10:15AM - 11:30AM — Week 10 — 10/20/2021 - 10/20/2021**

Final Exam (LAST DAY OF CLASS)

# **North Carolina State University**

## **FTM 420: Retail Buying in Fashion and Textiles Proposed**

**Mondays & Wednesdays 1:30 p.m. – 2:45 p.m., COT 2207**

### **Instructor:**

Dr. Kristin A. Thoney-Barletta

- Professor, Textile & Apparel, Technology & Management
- Biography: <https://textiles.ncsu.edu/directory/people/kathoney>
- Office : 3257 Textiles
- Phone: 515-6514
- Email: [kristin\\_thoney@ncsu.edu](mailto:kristin_thoney@ncsu.edu)
- Office Hours: Tuesday & Thursdays 8:30-9:30am, and by appointment

### **Credits**

3

### **Catalog Description:**

Overview and analysis of the components of buying and selling products at the retail level. Management of profit factors to improve performance in textile merchandising driven organizations. Analysis of the practices, procedures and systems that track textile merchandising decisions and aid in meeting profit goals. The course consists of an integrated framework that applies merchandising theory and mathematical processes to textile retail problems.

### **Student Learning Outcomes:**

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

- Construct a profit and loss statement
- Calculate retail productivity measures
- Discuss the different types of discounts offered by vendors to retailers
- Determine cash discount dates and net payment dates for different types of invoice dating
- Compute initial, maintained, and cumulative markup
- Explain different types of pricing strategies and reasons for markdowns
- Calculate maintained markup and gross margin by the retail method of inventory
- Complete a seasonal merchandise plan
- Compute open to buy
- Discuss the financial health of prominent apparel retailers

### **Prerequisite:**

FTM 220, FTM282, Junior Standing

**Required Textbook:**

Merchandising Mathematics for Retailing, 5th edition, by Easterling, Flottman, Jernigan, and Wuest. Pearson, 2013.

**Textbook Price:**

An online version of the textbook can be rented for the semester for \$27.00 through the NC State All-In program. A link to purchase access is on the class Moodle site.

**Course Website:**

wolfware.ncsu.edu

**Lecture Schedule:**

See *Calendar*.

**Reading Assignments:**

You are expected to be reading the chapters and reviewing the example problems within them in accordance with the *Calendar*.

Class lectures are intended to provide an overview/analysis of the assigned readings—NOT to substitute for the readings. You are responsible for all detail in the readings on your tests.

**Attendance & Participation:**

Regular class attendance and participation are required. You are responsible for all work given during class. If you miss 1, 2, or 3 class periods without an excuse on days when there is no test and you are not scheduled to give your Project presentation, your semester grade will not be affected.

For every unexcused absence over 3, your semester grade will be reduced by 1%. See the “Grading” section for additional details.

If you add the course after the semester starts, the days you missed are included in the number of unexcused absences

**Excused Absences:**

I follow the university guidelines on the definition of excused absences as stated at <http://policies.ncsu.edu/regulation/reg-02-20-03>.

If you have an absence that you want to be excused, then you need to submit the excuse via hardcopy or email and indicate what days and assignments (if applicable) you feel should be excused. The instructor will determine whether the absence is excused or not.

**Homework:**

Regular homework will be assigned, collected, and graded. There will be 8 homework assignments during the semester. They will be all equally weighted.



**Project:**

A team project will be assigned near the beginning of the semester. It will consist of presenting an overview of several current articles about a specific apparel retailer, focusing on numeric performance measures. Each student will be required to give part of the presentation. Each team will be assigned a team number and a specific day to present corresponding to that team number. Team presentation days by team number are listed on the class *Calendar*.

**Test Dates:**

Please schedule your semester based on the following dates:

**Test 1:** Monday, February 3 (Chapters 1, 2, 3, 4)  
**Test 2:** Monday, March 2 (Chapters 5, 6)  
**Test 3:** Monday, April 13 (Chapters 7, 8)

**Final Exam Date:**

Monday, April 27 from 1:00-4:00pm (Chapters 1 through 9)

**Grading:**

For students with 3 or fewer unexcused absences, the semester grade is determined as follows:

|            |       |
|------------|-------|
| Homework   | 10%   |
| Project    | 10%   |
| Test 1     | 20%   |
| Test 2     | 20%   |
| Test 3     | 20%   |
| Final Exam | 20%   |
|            | ----  |
|            | 100%* |

\*For every unexcused absence over 3, your semester grade will be reduced by 1%. In other words, if a student would have received an 85% in the class if they had not had more than 3 unexcused absences, and the student has 8 unexcused absences, then the student will receive a semester grade of 80%.

**Semester Grading Scale:**

Plus / minus grades will be reported for this class in accordance with the following grading scale:

|                     |                    |                     |
|---------------------|--------------------|---------------------|
| A+ $\geq$ 99%       | 99% > A $\geq$ 93% | 93% > A- $\geq$ 90% |
| 90% > B+ $\geq$ 87% | 87% > B $\geq$ 83% | 83% > B- $\geq$ 80% |
| 80% > C+ $\geq$ 77% | 77% > C $\geq$ 73% | 73% > C- $\geq$ 70% |
| 70% > D+ $\geq$ 67% | 67% > D $\geq$ 63% | 63% > D- $\geq$ 60% |
| F < 60%             |                    |                     |

**Missed Test Policy:**

For an absence determined by the instructor to be an excused absence, one test can be made up. Written documentation of the excuse is required. **If the absence is not determined by the instructor to be an excused absence, then the test cannot be made up, and you will receive a grade of zero on the test.**

**For any test absence to be excused, you MUST notify the instructor BEFORE the test, unless there are extenuating circumstances in which that would have been impossible (e.g. you are in a coma).**

If the absence is due to illness, you must have a doctor's note/note from the Student Health Center indicating that your illness requires that you not be in class the day of the absence. Furthermore, the doctor's note/note from the Student Health Center cannot be from your relative, even if they are a medical professional.

A failure on your part to plan in accordance with the test/exam schedule does not constitute an excused absence. I never give make-up tests for conflicts due to vacation plans you (or your parents) have made, including plans to go home during holidays or university breaks. This includes plane tickets that have been previously purchased.

**Late Project Policy:**

If you are not ready to give your project presentation during the class period that you are assigned, your grade will be reduced by 20% for each class period that it is late.

(If you would have received a 90% on your presentation had you given it during the class period you were assigned to give it, but you instead give the presentation during the class period immediately after the class period that you were assigned to give it, you will receive a 70%.)

**Late Homework Policy:**

Homework must be turned in at the due date and time (which will usually be at the beginning of a class period), regardless of circumstance (including excused absences), unless prior arrangements have been made with me or you had an emergency situation for which you could not contact me before.

I follow the university guidelines on the definition of excused absences as stated at <http://policies.ncsu.edu/regulation/reg-02-20-03>

In the case that I allow an assignment to be completed after the original due date because of an excused absence, it must be made up within 2 weeks of the original due date (unless an excused absence starts at or before the original due date and continues for 2 weeks or longer without interruption).

**Incomplete Grade Policy:**

Students who have completed the majority of the course but have not completed

everything due to documented excused absence circumstances will receive an Incomplete (IN) for the course. Students in this situation are expected to make arrangements for completing the assignments prior to the last day of final exams.

**Email Policy:**

Emails sent to me will be answered as soon as possible during normal business hours, M-F 8am-5pm. Therefore if you send an email after 5pm, it will not usually be answered until the morning of the next business day.

**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>.

To facilitate this, students are expected to sign the Pack Pledge "I have neither given nor received unauthorized aid on this test" on all tests. In addition, I may post a random seating chart before each test.

Violations of academic integrity will be handled in accordance with the Student Discipline Procedures ([NCSU REG 11.35.02](#)).

**Disability Policy:**

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office at Holmes Hall, Suite 304, 2751 Cates Avenue, Campus Box 7509, 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 \(REG02.20.01\)](#)

**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/](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.

**Online Exchange Policy:**

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.

**Supporting Fellow Students in Distress:**

As members of the NC State Wolfpack community, we each share a personal responsibility to express concern for one another and to ensure that this classroom and the campus as a whole remains a healthy and safe environment for learning. Occasionally, you may come across a fellow classmate whose personal behavior concerns or worries you, either for the classmate's well-being or yours. When this is the case, I would encourage you to report this behavior to the NC State's Students of Concern website: <http://go.ncsu.edu/NCSUcares>. Although you can report anonymously, it is preferred that you share your contact information so they can follow-up with you personally.

**NC State University Policies, Regulations & Rules:**

Students are responsible for reviewing the NC State University PRR's which pertains to their course rights and responsibilities:

- Equal Opportunity and Non-Discrimination Policy Statement  
<https://policies.ncsu.edu/policy/pol-04-25-05> with additional references at <https://oied.ncsu.edu/divweb/policies/>
- Code of Student Conduct <https://policies.ncsu.edu/policy/pol-11-35-01>
- Grades and Grade Point Average <https://policies.ncsu.edu/regulation/reg-02-50-03>
- Credit-Only Courses <https://policies.ncsu.edu/regulation/reg-02-20-15>
- Audits <https://policies.ncsu.edu/regulation/reg-02-20-04>

## FTM 420 Proposed Calendar

| SUN    | MON                                                                               | TUE    | WED                                                                    | THU    | FRI    | SAT    |
|--------|-----------------------------------------------------------------------------------|--------|------------------------------------------------------------------------|--------|--------|--------|
| 5-Jan  | 6-Jan<br>Class Intro<br>Chap 1<br>Discuss Project                                 | 7-Jan  | 8-Jan<br>Chap 1<br>Assign Retail Article<br>HW<br>Project – Pick Teams | 9-Jan  | 10-Jan | 11-Jan |
| 12-Jan | 13-Jan<br>Chap 3<br>Project – Select<br>Retailers<br><i>Retail Article HW Due</i> | 14-Jan | 15-Jan<br>Chap 3<br><i>Chap 2 HW Due</i>                               | 16-Jan | 17-Jan | 18-Jan |
| 19-Jan | 20-Jan<br><b>MLK Day</b>                                                          | 21-Jan | 22-Jan<br>Chap 4<br><i>Chap 3 HW Due</i>                               | 23-Jan | 24-Jan | 25-Jan |
| 26-Jan | 27-Jan<br>Chap 4                                                                  | 28-Jan | 29-Jan<br>Test 1 Review<br><i>Chap 4 HW Due</i>                        | 30-Jan | 31-Jan | 1-Feb  |
| 2-Feb  | 3-Feb<br><b>Test 1</b>                                                            | 4-Feb  | 5-Feb<br>Chap 5<br><b>Team 1</b>                                       | 6-Feb  | 7-Feb  | 8-Feb  |
| 9-Feb  | 10-Feb<br>Chap 5<br><b>Team 2</b>                                                 | 11-Feb | 12-Feb<br>Chap 5<br><b>Team 3</b>                                      | 13-Feb | 14-Feb | 15-Feb |
| 16-Feb | 17-Feb<br>Chap 6<br><b>Team 4</b>                                                 | 18-Feb | 19-Feb<br>Chap 6<br><b>Team 5</b><br><i>Chap 5 HW Due</i>              | 20-Feb | 21-Feb | 22-Feb |
| 23-Feb | 24-Feb<br>Chap 6<br><b>Team 6</b>                                                 | 25-Feb | 26-Feb<br>Test 2 Review<br><i>Chap 6 HW Due</i>                        | 27-Feb | 28-Feb | 29-Feb |
| 1-Mar  | 2-Mar<br><b>Test 2</b>                                                            | 3-Mar  | 4-Mar<br>Chap 7                                                        | 5-Mar  | 6-Mar  | 7-Mar  |
| 8-Mar  | 9-Mar<br><b>Spring Break</b>                                                      | 10-Mar | 11-Mar<br><b>Spring Break</b>                                          | 12-Mar | 13-Mar | 14-Mar |
| 15-Mar | 16-Mar<br>Chap 7<br><b>Team 7</b>                                                 | 17-Mar | 18-Mar<br>Chap 7<br><b>Team 8</b>                                      | 19-Mar | 20-Mar | 21-Mar |
| 22-Mar | 23-Mar<br>Chap 7<br><b>Team 9</b>                                                 | 24-Mar | 25-Mar<br>Chap 8<br><b>Team 10</b>                                     | 26-Mar | 27-Mar | 28-Mar |

|        |                                                     |        |                                                |                                     |                          |        |
|--------|-----------------------------------------------------|--------|------------------------------------------------|-------------------------------------|--------------------------|--------|
| 29-Mar | 30-Mar<br>Chap 8<br>Team 11<br><i>Chap 7 HW Due</i> | 31-Mar | 1-Apr<br>Chap 8<br>Team 12                     | 2-Apr                               | 3-Apr                    | 4-Apr  |
| 5-Apr  | 6-Apr<br>Chap 8<br>Team 13                          | 7-Apr  | 8-Apr<br>Test 3 Review<br><i>Chap 8 HW Due</i> | 9-Apr                               | 10-Apr                   | 11-Apr |
| 12-Apr | 13-Apr<br><b>Test 3</b>                             | 14-Apr | 15-Apr<br>Chap 9                               | 16-Apr                              | 17-Apr                   | 18-Apr |
| 19-Apr | 20-Apr<br>Chap 9                                    | 21-Apr | 22-Apr<br>Final Exam Review                    | 23-Apr<br>Last<br>Day of<br>Classes | 24-Apr<br>Reading<br>Day | 25-Apr |
| 26-Apr | 27-Apr<br><b>Final Exam<br/>1-4 pm</b>              | 28-Apr | 29-Apr                                         | 30-Apr                              | 1-May                    | 2-May  |
| 3-May  | 4-May                                               | 5-May  |                                                |                                     |                          |        |

Chapter 1: Introduction to Merchandising Mathematics  
 Chapter 3: Profitability  
 Chapter 4: Cost of Merchandise Sold  
 Chapter 5: Markup as a Merchandising Tool  
 Chapter 6: Retail Pricing for Profit  
 Chapter 7: Inventory Valuation  
 Chapter 8: The Dollar Merchandise Plan  
 Chapter 9: Open-to-Buy and Assortment Planning



**North Carolina State University**

**Wilson College of Textiles**

T 499: Internship in Textiles

1 credit hour

Fall 2020/Spring 2021

**Instructor Information:**

Jeff Sackaroff, Director of Career Services

Office Phone: 919.513.2906

Email: [jeff\\_sackaroff@ncsu.edu](mailto:jeff_sackaroff@ncsu.edu)

Office Location: Suite 2418, Wilson College of Textiles, Office 2411

**In-person office hours:** Please email the instructor to schedule an appointment.

**Course Description:**

This course will allow students to achieve professional-level work experience in textiles, relating academic training to industrial practice under professional guidance.

**Course Prerequisites:**

T 499 is only available to students in the Wilson College of Textiles. Students are required to meet with Jeff Sackaroff, Director of Career Services prior to enrolling in the course.

**Course Objectives**

The purpose of this course is to allow students to gain real-world work experience in the form of a for-credit internship

**Student Learning Outcomes:**

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

- Describe the functions within the textile industry of the company at which they worked
- Discuss how the department they worked in fits within the rest of the company
- Explain the activities performed by the department they worked in
- Describe a project that they completed during the internship
- Explain whether or not their original goals and objectives for the internship were met
- Discuss whether or not they think that they would like to seek full time employment for a position similar to their internship
- Reflect on how the skills they have learned in their coursework were applied during their internship

**Credit Hours:**

T 499 is a one-hour credit only (satisfactory/ unsatisfactory) course offering. Students will not receive a letter grade for the course and it will not count in the student's GPA. Credit for T 499 will be applied to the "non-degree/additional course" section of the degree audit: **T 499 does not apply toward degree requirements.**

**Technology Requirements:**

Software: Moodle and Wolfware

## **Academic Integrity Policy**

Students are required to comply with the university policy on academic integrity found in the Code of Student Conduct found at [policies.ncsu.edu/policy/pol-11-35-01](https://policies.ncsu.edu/policy/pol-11-35-01). Therefore, students are required to uphold the university pledge of honor (*"I have neither given nor received unauthorized aid on this test or assignment"*) and exercise honesty in completing any assignment. The penalties for academic misconduct can be found in the Code of Student Conduct.

Please refer to the Academic Integrity webpage ([studentconduct.dasa.ncsu.edu/academic-integrity-overview/](https://studentconduct.dasa.ncsu.edu/academic-integrity-overview/)) for a detailed explanation of the university's policies on academic integrity and some of the common understandings related to those policies.

## **Accommodations for Disabilities**

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the Disability Resource Office at Holmes Hall, Suite 304, 2751 Cates Avenue, Campus Box 7509, 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 \(REG02.20.01\)](#)

## **Electronically-Hosted Course Components**

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

Electronically-hosted components: Moodle (Wolfware)

## **Non-Discrimination Policy**

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In addition to the university policy, all students are responsible for contributing to both their own learning experience and the learning experience of others. Because the contribution of ideas from each student is imperative to the learning process, any behavior that makes other students feel unwelcome in our class will not be permitted. This includes, but is not limited to interrupting others while they are talking, carrying on conversations separate from the class discussion, or making comments that could be viewed as demeaning in terms of race, gender, sexual orientation, religion, ethnicity, nationality, disability, etc. It is expected that you will create an atmosphere where everyone feels comfortable sharing and responding to ideas.

## **Supporting Fellow Students in Distress**

As members of the NC State Wolfpack community, we each share a personal responsibility to express concern for one another and to ensure that this classroom and the campus as a whole remains a safe environment for learning. Occasionally, you may come across a fellow classmate whose personal behavior concerns or worries you. When this is the case, I would encourage you to report this behavior to the NC State Cares website: [ncstatecares.dasa.ncsu.edu/](https://ncstatecares.dasa.ncsu.edu/). Although you can report anonymously, it is preferred that you share your contact information so they can follow-up with you personally.

### **Health and Well-Being Resources**

These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are many resources on campus to help you:

- Counseling Center: [counseling.dasa.ncsu.edu/](https://counseling.dasa.ncsu.edu/)
- Health Center: [healthypack.dasa.ncsu.edu/](https://healthypack.dasa.ncsu.edu/)
- If the personal behavior of a classmate concerns or worries you, either for the classmate's well-being or yours, we encourage you to report this behavior to the NC State CARES team: [go.ncsu.edu/NCsUcares](https://go.ncsu.edu/NCsUcares)
- If you or someone you know are experiencing food, housing or financial insecurity, please see the Pack Essentials Program: [dasa.ncsu.edu/pack-essentials/](https://dasa.ncsu.edu/pack-essentials/)

### **Statement on Identity**

In an effort to affirm and respect the identities of transgender students in the classroom and beyond, please contact the instructor if you wish to be referred to using a name and/or pronouns other than what is listed in the student directory.

### **Internship Agreement Form:**

The Internship Agreement Form should be completed and signed by both the student and internship supervisor and submitted to the instructor for approval.

### **Topic Outline**

Participants will be required to meet with the instructor prior to the start of the internship

### **Work Requirements:**

Participants must work a minimum of 60 hours at your internship, specified in your Internship Agreement Form to pass this class. The instructor will verify that students complete the requisite number of hours. Schedule and hours will be determined by the student and employer.

### **Weekly Internship Summaries:**

Participants must submit a 1 paragraph summary of the activities performed for each week that they are scheduled to work, as specified in your Internship Approval and Internship Agreement forms. Please also include the number of hours worked at the top of each Weekly Internship Summary.

### **Final Paper:**

Participants will be required to submit a 400-600 word written reflection paper about the skills they acquired and the insights they have gained while participating in the internship. Information to include in final paper:

- Describe the functions within the textile industry of the company at which they worked
- Discuss how the department they worked in fits within the rest of the company
- Explain the activities performed by the department they worked in
- Describe a project that they completed during the internship
- Explain whether or not their original goals and objectives for the internship were met
- Discuss whether or not they think that they would like to seek full time employment for a position similar to their internship
- Reflect on how the skills they have learned in their coursework were applied during their internship

**Paper Format Required:** 10.5 pt. Arial font, 1.15 spacing, don't add space between paragraphs of the same style, margins: 0.75 inches.

**Grading:**

|                             |                                    |
|-----------------------------|------------------------------------|
| Weekly Internship Summaries | 30% (15 summaries @ 2 points each) |
| Final Paper                 | 70%                                |

**Contact Hours:**

Students are expected to complete at least 5 hours a week in their internship role, with a minimum of 60 total hours across the semester.

**Grading Scale:**

This class is graded satisfactory/unsatisfactory, or S/U.

To receive a grade of satisfactory (S), participants must

- have a minimum average of 70
- submit the signed and approved Internship Agreement Form
- work a minimum of 60 hours in your internship role

**Late Work Policy**

Weekly Internship Summaries must be submitted via Moodle by 11:59pm each Friday. One half point will be deducted for each day the assignment is late.

Final paper must be submitted prior to the designated final exam day/time. 5 points will be deducted for each day the final paper is late.