
**BOARD OF TRUSTEES
NORTH CAROLINA STATE UNIVERSITY
Via Zoom**

WEDNESDAY, July 15, 2020

Zoom link: Zoom links will be posted July 13, 2020

- | | |
|-------------------|---|
| 10:30 a.m. | Nominating Committee
(Prestage, Harrell, Goodnight) |
| 11:00 a.m. | University Affairs
(Kelly, Flowers, Harrell, Poole, Prestage, Safran) |
| 12:30 p.m. | Trustee Deep Dive: Reopening NC State |
| 1:15 p.m. | Full Board Meeting
(All Trustees) |

**BOARD OF TRUSTEES
NORTH CAROLINA STATE UNIVERSITY
WEDNESDAY, JULY 15, 2020**

AGENDA

FULL BOARD MEETING

- 1:15 p.m. ■ **Call to Order and Ethics Statement**
Chair of the Board
- **Roll Call**
- **Approval of Minutes** **TAB 1**
✓ — April 24, 2020, Meeting of the Full Board
✓ — April 24, 2020, Closed Session Meeting of the Full Board
✓ — June 22, 2020, Special Meeting of the Full Board
- **Nomination of Slate and Election of Officers for 2020-2021** **TAB 8**
Ron Prestage, Nominating Committee Chair
- **Chair's Report** **TAB 2**
- **Chancellor's Report** **TAB 3**
Randy Woodson, Chancellor

Committee Reports:

- **University Affairs** **TAB 7**
Stan Kelly, Chair
On the Agenda: Board, Committee Approvals

CONSENT AGENDA

- ✓ - Approval of April 23, 2020 Minutes (open & closed session)
- ✓ - Request to Establish New Degree Program
- Master of Science in Engineering Education
- Conferral of Tenure Requests

REQUESTED ACTION

- ✓ - Request to Approve New Policies and Policy Revisions
- Policy 04.25.05 Non-Discrimination Policy (Revision)
 - Policy 04.25.XX Title IX Sexual Harassment Policy (New)
 - Policy 11.35.01 Code of Student Conduct (Revision)
- Department of Athletics Proposed Non-Coaching Staff Bonus Structure

INFORMATIONAL REPORTS

CLOSED SESSION

- **Items of Interest to Members of the Board**
- **CLOSED SESSION**
- **Reconvene in OPEN SESSION for Any Additional Items to Come Before the Board**
- **Adjourn**

✓ Requires full board approval

Board of Trustees
North Carolina State University
Raleigh, North Carolina
April 24, 2020

The North Carolina State University Board of Trustees met in regular session via a Zoom Meeting, on Friday, April 24, 2020.

Members present:

Thomas E. Cabaniss, Chair
Robert F. Andrews III
Jimmy D. Clark
Ann B. Goodnight
James A. Harrell, III
Stanhope A. Kelly
Wendell H. Murphy
Ven Poole
Ronald W. Prestage, DVM
Edwin J. Stack, III
Dewayne N. Washington
Edward I. Weisiger, Jr.
Emma Carter, *ex officio*

Chair Tom Cabaniss called the meeting to order at 12:15 p.m. He reminded all members of their duty to avoid conflicts of interest and appearances of conflicts of interest under the State Government Ethics Act and inquired as to whether there were any known conflicts of interest or appearances of conflict with respect to any matters coming before the board at this meeting. He also reminded those in attendance that while the full Board meeting is a public meeting, it is not a meeting for public comment and only those on the agenda will be permitted to speak. He then called on Assistant Secretary PJ Teal for the roll call.

ROLL CALL

Assistant Secretary PJ Teal called roll and certified that a quorum was present.

MINUTES

Mrs. Goodnight made the motion, seconded by Mr. Kelly, to approve the open and closed session minutes of the February 28, 2020 meeting of the full board. The motion passed.

CHAIR'S REPORT- TOM CABANISS

Chair Cabaniss thanked the Board of Trustees committee chairs and support staff for streamlining the committee agendas and Vice Chancellor for Information Technology Marc Hoit for organizing the Zoom accommodations for the Board.

Chair Cabaniss shared that the Board of Trustees of the Endowment Fund (Endowment Board) had members with terms ending June 30, 2020. The Endowment Board by-laws call on 6 members to be appointed by the NC State Board of Trustees for a 3-year term, with 2 members appointed each year. Ben Jenkins and Jim Owens will be completing their first terms on the Board on June 30 and were recommended for appointment to a second, 3-year term beginning July 1, 2020.

Mr. Murphy made a motion, seconded by Mr. Kelly, to approve the Endowment Board appointments. The motion passed.

Chair Cabaniss also thanked Emma Carter for her service as Student Body President and a Trustee then acknowledged the election of NC State's new Student Body President Melanie Flowers. Melanie is a third-year student majoring in Communication with a concentration in public relations, who transferred to NC State from Western Carolina University after completing her freshman year there. She has years of experience in Student Government and with NC State's Inter-Residence Council (IRC). Melanie will begin her work with the Board of Trustees at the July meeting.

Chair Cabaniss concluded his remarks by expressing his appreciation for the university's response to the COVID-19 pandemic. NC State's leadership has acted quickly and efficiently to ensure the safety of students, faculty and staff while complying with guidelines shared by state and county health officials,

government leaders, and leadership at the UNC System Office. They continue to make difficult decisions that are in the best interest of everyone involved. He thanked them for their dedication, their leadership, and their strength during these difficult times. Chair Cabaniss stated that he was proud to be a member of the Board and to work alongside them. He is also proud of the work that members of our NC State community are doing that will not only help our community, but also offer aid and support to people across the state.

CHANCELLOR'S REPORT – RANDY WOODSON

Chancellor Woodson began his remarks by thanking the Board of Trustees for their work and leadership, especially in light of the COVID-19 pandemic. The Trustees have been informed of major decisions at the university during this time, and their feedback has been invaluable to NC State leadership. Chancellor Woodson noted that NC State has been coordinating with the UNC System Office on its coronavirus response to make sure that all UNC System institutions are unified and will continue to do so. Current conversations center on opening universities in the fall and what that might look like across campuses.

Chancellor Woodson then provided a legislative update. The NC General Assembly has been focused on COVID-19 and the State's response to the pandemic leading up to the short session starting April 28, 2020. Legislators plan to deal solely with the COVID-19 response during this session. Given that a new budget was never ultimately passed, the State finds itself in a strong financial position to respond to Coronavirus. They will reconvene later this summer when there is a clearer picture of State revenue. That will inform the work they can do on a new State budget.

The Chancellor shared that the UNC System has proposed a revised budget request in light of the COVID-19 pandemic and its effect on universities across the System. The paired back, modest budget request includes only "must do" items and removed most of the money requested for capital improvement projects. Repairs and renovations funding and funds to allow for salary increases were highlighted as priorities. The Chancellor acknowledged that this is a difficult time for North Carolina and reassured Trustees that NC State will manage funds effectively to focus on educating the university's 37,000 students.

Chancellor Woodson also shared news related to student awards. NC State had three students selected as Goldwater Scholars for the 2020-2021 academic year, the highest number for any college in North Carolina this year. The Goldwater is one of the oldest and most prestigious national scholarships in the U.S. for the natural sciences, engineering and mathematics. It identifies and supports exceptional sophomores and juniors who show promise of becoming this Nation's next generation of research leaders in these fields. NC State's recipients are: Jonathan Palmer, a junior majoring in Chemistry; Daniel Haller, a sophomore majoring in chemical and biomolecular engineering; and Noah Wolfe, a sophomore majoring in physics and astronomy. Gracie Hornsby, a senior from Franklinton, NC, was recently admitted into the 2020 cohort of Knight-Hennessy Scholars. The Knight-Hennessy program is an international, graduate-level scholarship program at Stanford that recognizes approximately 70 students per year. Scholars receive full funding to pursue any graduate degree at Stanford with additional opportunities for leadership training, mentoring and experiential learning across disciplines.

Chancellor Woodson also provided an overview of NC State's applicants for the Class of 2024. Freshman applications hit an all-time high of 31,172 this year. The university admitted 13,691 students, less than half (43.9%) of this year's freshmen applicants, and expects to enroll 4,900 freshmen in the class of 2024. The Spring Connect program will continue in spring 2021. The university offered 741 applicants the opportunity and expect to enroll 250 students. For transfer students, the university expects to enroll 1,400 transfer students. NC State will have a total of approximately 6,000 students in the Class of 2024.

The Chancellor concluded his remarks by sharing some preliminary thoughts on the university's plans for the fall semester and an update on the strategic planning process. The Chancellor's Cabinet – led by an executive committee made up of Provost Arden, Vice Chancellor Maimone and Chancellor Woodson – have been charged to make their top priority leading the process to make well-informed decisions about campus operations for the summer and fall. They are discussing different scenarios and hope to bring

students back to campus this fall. The Strategic Planning process continues to make good progress. Trustees were invited to be involved with the working groups and encouraged to find information about them online.

COMMITTEE REPORTS

AUDIT, RISK MANAGEMENT AND FINANCE COMMITTEE – CHAIR ED WEISIGER

Mr. Weisiger reported that the Committee met and heard a number of updates. Cecile Hinson, Director of Internal Audit, presented the proposed Fiscal Year 2021 Audit Plan, which was unanimously approved, and provided a quarterly update on Internal Audit activity since the last meeting. Vice Chancellor Kevin Howell and Assistant Vice Chancellor Julie Smith discussed the current 2020 Legislative session, touching on fiscal position of the State, UNC System budget requests, and amended budget priorities for the UNC Board of Governors.

Vice Chancellor Charles Maimone updated the committee on COVID-19 budget impacts and estimates on anticipated lost revenue through June 30, 2020. Most of the initial impact is to revenue producing areas to support their programs. The committee also heard about third quarter financial results and position for the current fiscal year (2020) compared with the same time for fiscal year 2019. Overall, the financial position is comparable to same time last year with the exception of timing issues in the receipt of funds, and the continuing trend discussed last meeting of expenses growing slightly faster than revenues. It is anticipated that the biggest cash outlays in response to COVID-19 will be represented in the fourth quarter. The committee also heard a brief report on the impact of COVID-19 on the NC State Investment Fund and other investments from University Treasurer Mary Peloquin-Dodd.

Mary Peloquin-Dodd also presented an Annual Review of Associated Entities to satisfy the annual Associated Entity review required by the Board of Governors. All audits have been sent to the System Office and the copies of the Audits were made available to the Committee. The Student Aid Association was the only Associated Entity issued a management letter for its fiscal 2019 audit. All of the entities have an operating agreement with the University in place. The committee was also provided information on net assets for the Associated Entities.

Lori Johnson, University Controller, provided the committee with a debt update that reviewed a ten-year history of the University's Outstanding Debt, by amount, type, and purpose. Upcoming borrowing plans, which include funding for the Wellness and Recreation Center, Fitts-Woolard, and the Plant Sciences projects, were also discussed.

BUILDINGS AND PROPERTY COMMITTEE - CHAIR JIMMY CLARK

Mr. Clark reported that the Buildings and Property Committee reviewed and approved two property matters that require full board approval. They are:

- Disposition by Demolition. The North Carolina State University Facilities Department and the College of Agriculture and Life Sciences have requested the demolition of four structures located on Varsity Drive, due to poor condition of the structures and future use of the site for Greek Village.
- Disposition by Demolition. The North Carolina State University College of Agriculture and Life Sciences has requested the demolition of a pole barn located at Lake Wheeler Field Lab, due to poor condition of the structure.

Mr. Clark made a motion, seconded by Dr. Prestage, to approve the two property matters. The motion passed.

Mr. Clark reported that the Committee approved two selections of designers for the Varsity Drive Parking Lot expansion, and Ricks Hall Second Floor Renovation. We also reviewed an Open Ended Service Agreements Designer Selection for 2020 to 2021. The committee also accepted 3 building projects at a combined value of \$443,010, and Designer Selections under \$1 million or less.

The Committee also approved three Non-Appropriated Capital Improvement Projects: the Chiller Replacement – CMAST, the Culinary Lab Renovations – Schaub Hall, and the Secure Computing Institute Renovations – Engineering Building II. The Committee then reviewed and approved the plans for the College of Veterinary Medicine Dairy Facility and Jordan Hall Library Renovation.

Eight plans and specifications of Formal Projects costing less than \$2 million were approved. The Committee also reviewed and approved a proposed revision to Policy 07.60.01 Parking and Transportation Ordinances 2020-2021.

The Committee reviewed and approved proposed revisions to Policy 07.60.01. Mr. Clark made a motion, seconded by Mr. Kelly, to approve the revision to Policy 07.60.01, Parking and Transportation Ordinances. The motion passed.

UNIVERSITY ADVANCEMENT AND EXTERNAL AFFAIRS COMMITTEE – CHAIR CHIP ANDREWS

Mr. Andrews reported that the Committee heard several updates starting with an overview of how COVID-19 has affected Advancement programs on a national scale, and more specifically, NC State. The Committee was then engaged in a discussion on potential post-COVID-19 impacts on future University Advancement programs and operations. The Committee was also provided an update on ongoing Advancement Roadmap discussions with a Deans Task Force, information on the Student Emergency Fund, and an overview of the Wolfpack Women in Philanthropy Initiative.

The Committee received an overarching campaign and fundraising update, informing of the year to date total for new gifts and commitments is \$1,719,179,391. The Committee also heard an update on how development officers in the colleges and units are adjusting operations and consulting with industry leaders on best-practices to implement during the current pandemic.

The Committee reviewed and approved a total of four naming opportunity proposals, which include one in each of the following areas: the College of Engineering, College of Natural Resources, NC State Libraries, and Poole College of Management.

Following the presentations, the committee met in closed session and approved seven donor naming proposals, which included one in the College of Agriculture and Life Sciences and six in the College of Engineering, for recommendation to the full board.

UNIVERSITY AFFAIRS COMMITTEE – CHAIR STAN KELLY

Mr. Kelly reported that the Committee met and approved requests to continue three Centers/Institutes: the Center for Environmental and Resource Economic Policy (CEnREP), the Institute for Emerging Issues (IEI) and the Small Business and Technology Development Center (SBTDC) under the consent agenda. The Committee also approved the option for 8 distinguished professorships to be awarded on a time-limited basis and approved conferral of tenure to one new faculty member and to 55 faculty members who were reviewed during the annual campus Reappointment, Promotion and Tenure process.

The Committee also approved the 2020-2021 salary ranges for all Tier Two Senior Academic and Administrative Officer positions as. The Committee then heard several reports.

First, the annual report on the list of recognized entities awarding full scholarships to undergraduates and the number of students receiving full scholarships from each entity was given. Students who receive full scholarships from these entities will be considered residents of North Carolina and will receive the resident tuition benefit per NC General Statutes. There are a total of 63 new and continuing students benefiting from this provision. Of these 63 students, 56 are Park Scholars.

Second, the annual report on undergraduate students requiring special consideration for admission highlighted the criteria, process, and performance of students enrolled over the past five years. The purpose of the special consideration process is to provide a mechanism to admit students with

exceptional talents in areas important to the university community. The overriding criterion in all admissions decisions is the potential for academic success. The process is continuously monitored, but no changes are planned for the immediate future.

An overview of the Annual Human Resources Compliance Report for Fiscal Year 2018-2019 was provided by Marie Williams. The report is a requirement under UNC Policy and includes information pertaining to non-salary compensation and salary range information for SAAO employees; conferral of tenure; institutional policies; harassment complaints and hiring activity. The committee also received a written update from the Staff Senate on discussion topics and current initiatives.

Executive Vice Chancellor and Provost Warwick Arden also shared information with the committee, including an update on current initiatives in academic affairs and a new graduate certificate in Business Analytics that is being proposed for Fall 2020. The Committee was informed of distinguished professorship appointments that have been awarded this academic year. It was also reported that, in accordance with the UNC Policy on the Employment of Related Persons (Anti-Nepotism Policy), NC State did not have any reported employees out of compliance with the policy for calendar year 2019.

In closed session, the committee approved the appointment and initial salary of a Dean and recommended a petition regarding political activity for consideration by the full board in closed session.

CHAIR OF THE BOARD OF VISITORS REPORT – JUDI GRAINGER

Chair Judi Grainger submitted a written report for the Board of Trustees. This was shared with all Trustees in the Board Materials.

CHAIR OF THE FACULTY – HANS KELLNER

Chair Hans Kellner submitted a written report for the Board of Trustees. This was shared with all Trustees in the Board Materials.

STUDENT GOVERNMENT REPORT – EMMA CARTER

Student Body President Emma Carter provided updates from Student Government, starting with the most recent Student Government elections. New student leaders were elected for the 100th session of Student Government in early March. Student Body Officers for the 2020-2021 academic year include Student Body President Melanie Flowers, Student Body Vice President McKenzie Heavlin, Student Senate President Coleman Simpson, and Student Body Treasurer Garrison Seitz. The referendum to add a Judicial Branch was approved for the 100th session, allowing the outgoing Student Body President to appoint a Student Body Chief Justice to be confirmed by the Senate. Emma appointed Miles Calzini as Student Body Chief Justice.

In an effort to support students experiencing change on campus due to COVID-19, Student Government released a statement resharing resources to students that they can utilize during this time, including information related to the NC State Counseling Center, Pack Essentials, and Student Health Services among others. Student Government also released a form that students could fill out to share concerns or experiences related to COVID-19. The form allowed Student Government to gauge how they are able to assist and advocate for students. The Association of Student Governments donated approximately \$6,000 to NC State's Pack Essentials program to support students. The amount donated was determined based on the number of Pell Grant eligible students at a university.

The 100th Session of Student Government hosted a virtual town hall to answer questions about resources and concerns that students may have. The new Student Body Officers spearheaded this event, and Emma commended Student Body President Flowers for her work. The search for a Student Government Advisor continues with virtual presentations taking place.

Emma thanked the Trustees for their support over the last year.

WALTER HINES PAGE PRESENTATION – CHANCELLOR WOODSON

Chancellor Woodson recognized Emma Carter as a recipient of the Walter Hines Page award in appreciation of their service to the Board and to the University. The Order of Walter Hines Page is an honorary order exclusively for former members of the Board of Trustees of NC State University. Trustees are named to the Order by the Chancellor upon the expiration of their terms of office and are designated as “Trustees Emeritus.”

Chancellor Woodson also virtually presented Emma with her Trustee medallion and lapel pin. The signature trustee lapel pin with a red stone is given to each Trustee emeritus as their time of service comes to an end. Chancellor Woodson thanked her for her dedicated leadership to NC State University.

CLOSED SESSION

With no further business in open session, Mr. Clark made the motion, seconded by Mr. Harrell, at 1:00 p.m. to go into closed session to: prevent the premature disclosure of an honorary award; consult with an attorney; and consider the qualifications, competence, performance, condition of appointment of a public officer or employee or prospective public officer or employee.

RECONVENE IN OPEN SESSION

At 1:40 p.m. the board came out of closed session. With no further business in open session, Chair Cabaniss adjourned the meeting at 1:40 p.m.

Respectfully submitted,

Assistant Secretary

Secretary

Approved:

Chair of the Board

Board of Trustees
North Carolina State University
Raleigh, North Carolina
June 22, 2020

The North Carolina State University Board of Trustees met in special session via Zoom at 11:30 a.m. on Monday, June 22, 2020.

Members present:

Thomas E. Cabaniss, Chair
Robert F. Andrews III
Jimmy D. Clark
Ann B. Goodnight
Stanhope A. Kelly
Wendell H. Murphy
Ven Poole
Ronald W. Prestage, DVM
Edwin J. Stack, III
Dewayne N. Washington
Edward I. Weisiger, Jr.
Melanie Flowers, *ex officio*

Chair Tom Cabaniss called the meeting to order at 11:40 a.m. He reminded all members of their duty to avoid conflicts of interest and appearances of conflicts of interest under the State Government Ethics Act and inquired as to whether there were any known conflicts of interest or appearances of conflict with respect to any matters coming before the board at this meeting. He also reminded those in attendance that while the full Board meeting is a public meeting, it is not a meeting for public comment and only those on the agenda will be permitted to speak. He then called on Interim Assistant Secretary Maggie Thompson for the roll call.

ROLL CALL

Interim Assistant Secretary Maggie Thompson called roll and certified that a quorum was present.

NAMING MATTER

Chair Cabaniss thanked the Trustees for attending the special meeting and shared that he appreciated their quick response and commitment to NC State. He then called upon Chancellor Woodson to bring a matter before the Board.

Chancellor Woodson explained that Daniels Hall was named for Josephus Daniels because of his support for NC State. He was a member of the Watauga Club, which played a critical role in the founding of NC State, and served as a Board of Trustees member. He was also a strong supporter of the university's engineering programs, particularly electrical engineering, which was housed in that building for many years. For these reasons, the building was named in his honor in 1938.

The Chancellor acknowledged that Josephus Daniels had strong ties to white supremacy and used the platform of the Raleigh News and Observer to promote the values of white supremacy. He noted that a building named in Daniels' honor is in complete opposition with the values of NC State and is contrary to the best interests of the university, as it serves as a constant reminder of this painful chapter in our state history.

Much of Daniels Hall will be unoccupied as the engineering programs housed there move to a new building on Centennial Campus this summer. The building needs extensive renovations before any departments or units can occupy the space, and the university does not currently have funds for the renovation or permanent plans for programs to be housed in the building once renovations are complete. For these reasons, Woodson recommended the removal of the name of "Daniels Hall" from the building and further recommended that the Board defer the selection of a new name until after the needed renovations are complete and the university understands how the space will be used.

Chancellor Woodson stated that he has spoken with members of the Daniels family and that they understand why this is important to NC State and to our community. Chancellor Woodson wanted the Board to reflect on the more recent history of service of the Daniels family to Raleigh and to the state of North Carolina, as was pointed out in a recent editorial in the News and Observer.

Stan Kelly called for a motion, seconded by Ed Weisiger, to approve the removal of the name Daniels Hall from the building name. During the discussion, Stan Kelly noted that the record should reflect the good work of the past three generations of the Daniels family. He noted their contributions to the arts, education and business across the state of North Carolina. Chair Cabaniss called upon Interim Assistant Secretary Thompson to conduct the vote by roll call. The motion passed by a vote of 12-0.

After the motion passed, Chair Cabaniss asked Chancellor Woodson to share any closing remarks. Chancellor Woodson mentioned that there is a need to update NC State's naming policy. At the request of Board of Trustees and senior leaders at NC State, Chancellor Woodson has asked University Advancement to consider and discuss changes to the current policy in order to provide more clarity and incorporate a more thoughtful pathway for discussing name changes and other naming issues that we may have on campus in the future. The plan is to bring a set of policy updates before the Board in the fall.

Chair Cabaniss thanked the Board for their service and adjourned the meeting at 11:52 a.m.

ADJOURN

Chair Cabaniss adjourned the meeting at 11:52 a.m.

Respectfully submitted,

Interim Assistant Secretary

Secretary

Approved:

Chair of the Board



NORTH CAROLINA STATE ETHICS COMMISSION

SAMPLE¹

ETHICS AWARENESS & CONFLICT OF INTEREST REMINDER

(to be read by the Chair or his or her designee at the beginning of each meeting)

In accordance with the State Government Ethics Act, it is the duty of every [Board] member to avoid both conflicts of interest and appearances of conflict.

Does any [Board] member have any known conflict of interest or appearance of conflict with respect to any matters coming before the [Board] today?

If so, please identify the conflict or appearance of conflict and refrain from any undue participation² in the particular matter involved.

Rev. 1-16-07

¹ N.C.G.S. §138A-15 (e): “At the beginning of any meeting of a board, the chair shall remind all members of their duty to avoid conflicts of interest and appearances of conflict under [Chapter 138A].” There is no set language required by the Act. Specific language can and should be tailored to fit the needs of each covered board as necessary.

² “A public servant shall take appropriate steps, under the particular circumstances and considering the type of proceeding involved, to remove himself or herself to the extent necessary, to protect the public interest and comply with this Chapter, from any proceeding in which the public servant’s impartiality might reasonably be questioned due to the public servant’s familial, personal, or financial relationship with a participant in the proceeding.” See N.C.G.S. §138A-36 (c). If necessary, the Chairman or individual member involved should consult with his ethics liaison, legal counsel, or the State Ethics Commission to help determine the appropriate response in a given situation.

The Chancellor's Report

July 2020**Reactivating Campus for Fall 2020**

NC State University is implementing a reactivation of campus operations and activities in accordance with efforts to prevent the spread of the novel coronavirus that causes COVID-19. The university will incorporate all state and federal orders, directives of the University of North Carolina System, and CDC guidelines to help ensure a safe campus environment. At the time of this report's publication in late June, the following measures and changes have been approved.

Academic Calendar

The 2020-2021 academic year will begin nine days earlier than originally scheduled, and the fall semester will be completed before Thanksgiving. Students will attend classes on Labor Day and forgo Fall Break. Once exams are completed on November 20, students will not return to campus until the spring semester begins. Commencement plans will be announced at a later date. Since the university will be open on Labor Day, the university will be closed on December 24 as a replacement day off for faculty and staff.

Housing

NC State is reducing occupancy in all residence halls except apartments. The university is also converting some double rooms to singles in each residence hall to create rooms that can be requested by students with preexisting health conditions, as self-identified through a student survey. Rooms will be available for isolation and quarantine purposes as needed.

Physical Distancing and Face Coverings

Members of the campus community are expected to maintain physical distance. Many campus buildings and spaces will have visible reminders encouraging physical distancing, such as floor tape indicating appropriate distance, rearranged furniture and signs indicating traffic flow. Face coverings will be required to be worn by students, faculty, staff and visitors in all NC State buildings and in all university programs held in nonuniversity buildings effective July 1, 2020. Face coverings will also be required in outdoor spaces on university property where appropriate physical distancing cannot be guaranteed. In situations where appropriate physical distance is maintained and guaranteed, then no face covering is required. Everyone is expected to carry a face covering on campus at all times, in case they encounter an unforeseen situation where physical separation cannot be maintained.

Research

NC State's Office of Research and Innovation has successfully implemented the first phase of their reactivation process and is moving forward with the next phase. Faculty, students and postdocs who conduct research in labs and research facilities on campus will be trained to follow new protocols and safety measures in the fall semester in accordance with this phase of reactivation. The density of occupants in labs and research facilities will be controlled to ensure adequate physical distancing. ORI plans to undertake a safe, appropriate approach to allow service centers to reactivate operations at increased utilization levels in the coming months.

Courses

At the present time, we are re-optimizing our classroom assignments to allow for greater social distancing and anticipate completing that process in early July. Some conference and meeting spaces will be repurposed for instructional use and additional safety measures are being installed in classrooms to increase their capacities. The university is moving some larger classes online or offering them in a hybrid format that combines online instruction with traditional face-to-face class sessions.

BOARD OF TRUSTEES
NORTH CAROLINA STATE UNIVERSITY
AGENDA

University Affairs Committee
11:00 a.m. – 11:45 a.m. July 15, 2020
Meeting held by Zoom

Stan Kelly, Chair

Members: Melanie Flowers, Jim Harrell, Ven Poole, Ron Prestage, Perry Safran

CALL TO ORDER

Stan Kelly, Chair

ROLL CALL

Stan Kelly, Chair

PUBLIC MEETING REMINDER AND READING OF STATE GOVERNMENT ETHICS ACT CONFLICT OF INTEREST STATEMENT

Stan Kelly, Chair

1. CONSENT AGENDA **TAB 7.1**

- A. Approval of April 23, 2020 Minutes (open & closed session) 7.1A
- ✓ B. Request to Establish New Degree Program 7.1B
 - Master of Science in Engineering Education
- C. Conferral of Tenure Requests 7.4

2. REQUESTED ACTION **TAB 7.2**

- ✓ A. Request to Approve New Policies and Policy Revisions 7.2A
 - Rationale: Requires approval to align with new regulations relating to Title IX.
 - Presenters: Allison Newhart, Vice Chancellor and General Counsel
 - Sheri Schwab, Vice Provost for Institutional Equity and Diversity
 - a. POL 04.25.05 Non-Discrimination Policy (Revised policy)
 - b. POL 04.25.XX Title IX Sexual Harassment Policy (New policy)
 - c. POL 11.35.01 Code of Student Conduct (Revised policy)
- B. Department of Athletics Proposed Non-Coaching Staff Bonus Structure 7.2B
 - Rationale: Requires approval per Non-Salary and Deferred Compensation Policy 05.15.03.
 - Presenter: Boo Corrigan, Director of Athletics

3. REPORTS **TAB 7.3**

- A. Provost Update 7.3A
 - Presenter: Warwick Arden, Executive Vice Chancellor and Provost
 - a. Faculty Salary Ranges
 - b. Academic Programs Update
 - c. Update on Current Initiatives (no materials)
- ✓ Denotes full Board approval required

- | | | |
|----|------------------------|---------|
| 4. | CLOSED SESSION | TAB 7.4 |
| 5. | RECONVENE OPEN SESSION | |
| 6. | ADJOURN | |

CONSENT AGENDA ITEMS

OPEN SESSION MINUTES

University Affairs Committee
Board of Trustees
North Carolina State University
April 23, 2020

The University Affairs Committee of the Board of Trustees of North Carolina State University met via Zoom teleconferencing on April 23, 2020.

Members Present: Stan Kelly, Committee Chair
Emma Carter
Jimmy Clark
Jim Harrell
Ven Poole
Ron Prestage
Tom Cabaniss, Board Chair

Chair Kelly called the meeting to order at 10:33 a.m. The roll was called and a quorum was present.

Chair Kelly reminded all attendees that this is a public meeting but not a meeting for public comment and read the State Government Ethics Act to remind all members of their duty to report conflicts of interest or appearances of conflict.

Approval of Minutes

The minutes from the February 27, 2020 meeting were presented for approval, and with no changes, they were approved by consent.

Consent Agenda

A motion was made by Ms. Carter to approve the consent agenda items which included requests to continue three centers and institutes: the Center for Environmental and Resource Economic Policy (CEnREP), the Institute for Emerging Issues (IEI) and the Small Business and Technology Development Center (SBTDC); designation that eight Distinguished Professorships may be awarded on a time-limited basis; and approval to confer tenure to one new faculty member and to 55 faculty members who were reviewed during the annual campus Reappointment, Promotion and Tenure process. Mr. Clark seconded the motion. The motion carried.

Requested Action

Salary Ranges for Senior Academic and Administrative Officers Tier II

Ms. Marie Williams, Associate Vice Chancellor for Human Resources, presented the proposed salary ranges for SAAO Tier II positions for Fiscal Year 2020-21. She explained the purpose is to establish competitive ranges based on current market data to allow the university to attract and retain highly qualified executive talent. In addition, the ranges are used to inform and support sound and equitable salary decisions and to facilitate appropriate stewardship of financial resources. She reviewed the methodology for establishing the ranges which is consistent with the UNC System Office methodology. On average, the ranges have increased by 3.7%. A question was asked about the ranges relative to the economic situation with COVID-19. The Chancellor and Ms. Williams explained that the 3.7% increase is based on the market nationally and does not directly or automatically correlate to salary increases. The university is required by policy to establish these ranges each year to serve as a guide for salary adjustments, when they are allowed, however, UNC system employees have not had a salary increase in over a year. Mr. Poole made a motion, seconded by Mr. Clark, to approve the salary ranges. The motion carried.

University Affairs Committee
North Carolina State University
Board of Trustees
April 23, 2020
Page 2

Reports

Residency for Full Scholarship Undergraduate Students

Ms. Krista Ringler, Director of Scholarships and Financial Aid, provided an annual report on the list of recognized entities awarding full scholarships to undergraduates and the number of students receiving full scholarships from each entity. Per North Carolina General Statute, students who receive full scholarships from the list of recognized entities are considered residents of North Carolina and will receive the resident tuition benefit. There are 63 new and continuing students benefitting from this provision.

Students Requiring Special Consideration

Next, Dr. Louis Hunt, Senior Vice Provost and University Registrar, gave the required annual report on the special consideration process of undergraduate admissions and the performance of students previously admitted through that process. He explained the purpose of the process is to provide a mechanism to admit students with exceptional talents in areas important to the university community. The overriding criterion in all admissions decisions is the potential for academic success. The process is continuously monitored, but no changes are planned for the immediate future.

Annual Human Resources Compliance Report (FY 2018-29)

Ms. Marie Williams reviewed NC State's Annual Human Resources Compliance Report for Fiscal Year 2018-19. The report is a requirement under UNC Policy and includes information pertaining to non-salary compensation and salary range information for SAAO employees; conferral of tenure; institutional policies; harassment complaints and hiring activity. The report is prepared for review and approval by the Chancellor, shared with the institution's Board of Trustees and submitted to the UNC System Office.

Staff Senate Report

Chair Kelly called the committee's attention to the written report in their materials from Staff Senate Chair, Janice Sitzes. He noted this is Janice's last report to the Board as Staff Senate Chair and thanked her for her service and leadership.

Provost Update

In his update, Provost Arden informed the committee of a new graduate certificate in Business Analytics that is being proposed for Fall 2020. He also reported that in accordance with the UNC Policy on the Employment of Related Persons (Anti-Nepotism Policy), NC State did not have any reported employees out of compliance with the policy for calendar year 2019. He referenced the list of 17 Distinguished Professorships awarded since April 2019 in the meeting materials and noted the positive impact these professorships have on our ability to hire and retain top talent. By way of leadership updates, he noted that Dr. Myron Floyd has been named Dean of the College of Natural Resources, pending the Board's approval, and Dr. Margery Overton has been named Senior Vice Provost for the Office of Institutional Strategy and Analysis. In light of the evolving COVID-19 situation and current restrictions, on-campus interviews for the Vice Chancellor and Dean of the Division of Academic and Student Affairs have been postponed. Finally, he noted the nine strategic planning task forces are continuing to meet virtually but due to COVID-19 interruptions an extension has been granted for task force reports to mid to late summer.

Closed Session

A motion was made by Dr. Prestage and seconded by Mr. Poole, at 11:28 a.m., to go into closed session to establish the amount of compensation and other material terms of an employment contract or proposed employment contract; and to consider the qualifications, competence, performance, character, fitness, conditions of appointment or conditions of initial employment of an employee or prospective employee. The motion carried.

University Affairs Committee
North Carolina State University
Board of Trustees
April 23, 2020
Page 3

Reconvene in Open Session

After coming out of closed session, Chair Kelly announced the meeting in open session.

Dr. Prestage moved to approve the personnel item discussed in Closed Session related to the appointment and initial salary of a Dean. Ms. Carter seconded the motion. The motion passed.

Adjournment

With no further business, Chair Kelly announced the meeting adjourned at 11:48 a.m.

Submitted by _____

Secretary to the Committee

Approved by _____

Chair of the Committee

**Request to Establish a Master of Science Degree in Engineering Education,
in Science, Technology, Engineering and Technology Education Department
College of Education
North Carolina State University**

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

Endorsed By:

Aaron Clark

Head, Department/Director of Graduate Program

[Signature]
5/5/20
Date

Recommended By:

Karen Hollebrands

Chair, College Graduate Studies Committee

[Signature]
5/5/20

Date

Endorsed By:

Lee V. Stiff

College Dean

Douglas S. Reeves

Digitally signed by Lee V. Stiff
DN: cn=Lee V. Stiff, o=North Carolina State University, ou=College of Education,
email=lvstiff@ncsu.edu, c=US
Date: 2020.05.06 09:39:50 -04'00'

[Signature]

Date

5/10/2020

Recommended By:

Not Applicable

Vice Provost, DELTA (if DE degree)

Date

Approved By:

[Signature]
Peter J. Harries

Dean of the Graduate School

5/20/2020

Date

Recommended By:

[Signature]
Duane K. Larick

Dean's Council

Duane K. Larick

5/29/2020

Date

Approved By:

[Signature]
Warwick Arden

Provost

Warwick Arden

5/29/2020

Date

Approved By:

[Signature]
Nancy Wood

Chancellor

(revised August 2010)

6/10/20

Date



THE
UNIVERSITY OF
NORTH CAROLINA
SYSTEM

Request to Establish New Academic Degree Program

The following approvals must be obtained prior to sending the Request to Establish a New Academic Degree Program to the UNC System Office.

Institution _ North Carolina State University _____

Degree Program Title (e.g. M.A. in Biology) _____ Master of Science in Engineering Education _____

Reviewed and Approved By (Name and title only. No signature required in this section.)

Check box to indicate participation in review. (Provost is required.)

- ☐ **Provost: Warwick Arden**
- ☐ **Faculty Senate Chair (as appropriate):**
- ☐ **Graduate Council (as appropriate): List of council members can be found at <https://grad.ncsu.edu/about/people/goc/>**
- ☐ **Graduate Dean (as appropriate): Peter Harries**
- ☐ **Academic College Dean: Louis Martin-Vega and Mary Ann Danowitz**
- ☐ **Department Chair:**
- ☐ **Program Director/Coordinator:**

New Academic Program Process

New academic programs are initiated and developed by the faculty members. Approval of the Request to Establish a New Academic Degree Program must be obtained from department chairs and college deans or equivalent administrators before submission to the UNC System Office review.

Directions: Please provide a succinct, yet thorough response to each section. Obtain the Provost's signature and submit the proposal to the UNC System Vice President for Academic Program, Faculty, and Research, for review and approval by the UNC System Office. Once the Request to Establish is approved, UNC System Office staff can submit the proposal for review and approval by the UNC Board of Governors.

Request to Establish a New Academic Degree Program

Institution	North Carolina State University
Joint Degree Program (Yes or No)? If so, list partner campus.	No
Degree Program Title (e.g. M.A. in Biology)	Master of Science in Engineering Education
CIP Code and CIP Title (May be found at National Center for Education Statistics)	14.9999 Engineering, other
Require UNC Teacher Licensure Specialty Area Code (Yes or No). If yes, list suggested UNC Specialty Area Code(s).	No
Proposed Delivery Mode (campus, online, or site-based distance education). Add maximum % online, if applicable.	Campus and online. Up to 100% online.
If requesting online delivery, indicate if program (or one or more courses) will be listed in UNC Online.	No
If requesting site-based delivery, indicate address(es), city, county, state, and maximum % offered at site.	N/A
Proposed Term to Enroll First Students (e.g. Spring 2019)	Spring 2021

Do the following sections of your previously submitted and approved Letter of Intent to Develop a New Academic Degree Program document require any change or updated information? If yes, note the items and explain.

Category	Yes or No	Explanation (if applicable)
SACSCOC Liaison Statement	Yes	After review of the updated materials provided in the RTE the NC State Substantive Change Review Team has determined this proposed degree program does not represent a substantive change because the hiring plan was modified (now only 1 new junior hire) and the curriculum was revised to utilize a majority of pre-existing courses.
Review Status (campus bodies that reviewed and commented on Letter	No	

of Intent)		
Program Summary	No	
Student Demand	No	
Societal Demand	No	

I. Program Planning and Unnecessary Duplication:

- a. List all other public and private four-year institutions of higher education in North Carolina currently operating programs similar to the proposed new degree program, including their mode of delivery. Show a four-year history of enrollments and degrees awarded in similar programs offered at other UNC institutions (using the format below for each institution with a similar program). Programs at UNC institutions may be found on the UNC System [website](#).

Institution	There is no similar program in the state of North Carolina
-------------	--

- b. Describe what was learned in consultation with other programs regarding their experience with student demand and job placement. Indicate how their experiences influenced your enrollment projections.

N/A

- c. Identify opportunities for collaboration with institutions offering related degrees and discuss what steps have been or will be taken to actively pursue those opportunities where appropriate and advantageous.

N/A

- d. Present documentation that the establishment of this program would not create unnecessary program duplication. In cases where other UNC institutions provided similar online, site-based distance education, or off-campus programs, directly address how the proposed program meets unmet need.

N/A

- e. Admission. List the following:

- i. Admissions requirements for proposed programs (indicate minimum requirements and general requirements):

The following are the minimum requirements, which are the same as the general requirements:

An undergraduate GPA of 3.0 or better;

BS in engineering, computer science, or other degree that requires a minimum of 3 semesters of calculus and 2 semesters of physics, with sufficient course work for the intended engineering discipline.

For international students, a score of at least 18 on each section of the TOEFL test or at least 6.5

on each section of the IELTS test.

ii. Documents to be submitted for admission (listing):

Transcripts from previous universities;
Personal Statement;
Three letters of recommendation;
GRE, recommended for future doctoral students
TOEFL or IELTS scores for international students.

f. Degree requirements. List the following:

- i. Total hours required. State requirements for Major, Minor, General Education, etc.
30 hours; 18 hours disciplinary engineering and 12 hours engineering education
- ii. Other requirements (e.g. residence, comprehensive exams, thesis, dissertation, clinical or field experience, "second major," etc.).
None.

g. Enrollment. Estimate the total number of students that would be enrolled in the program during the first year of operation and in each delivery mode (campus, online, site, etc.)

	Campus	Online	Site	Full-Time	Part-Time
Year 1	6	18	0	6	18
Year 4	12	54	0	12	54

h. For graduate programs only, please also answer the following:

Grades required	An average GPA of 3.0
Amount of transfer credit accepted	Up to 12 hours of graduate credit, as permitted by the Graduate School at N.C. State
Language and/or research requirements	None
Any time limits for completion	6 years

- i. For all programs, provide a degree plan showing the sequence of courses to be taken each year. List courses by title and number and indicate those that are required. Include an explanation of numbering system. Indicate new courses proposed. A possible format is offered below as an example. If your institution uses a different format that provides the required information, it may be submitted instead.

Following is a table of expected engineering education courses. The required 18 hours of disciplinary engineering courses can be drawn from graduate level courses from any engineering department through consultation with the adviser. For the new engineering education courses, much of the content exists in education courses in the STEM Education Department and will be extracted and combined to create the new courses.

Year offered	Course No.	Course Title	Required (Y/N)	New (Y/N)	Brief Description (If New Course)
1	EED500	Foundations of Engineering Education	Y	Y	History and philosophical foundations of engineering education and its evolution
1	EED501	Teaching Undergraduate Engineers	Y	N	
1	EED502	The Course Development and Implementation Cycle: Content, Assessment, and Pedagogy	Y	Y	This course integrates philosophies of curriculum development, assessment, and pedagogical strategies into a disciplinary unit course project.
2	TED536	Scientific and Technical Visualization: Theory and Practice	N	N	
2	TED556	Laboratory Management and Safety in TED	N	N	
2	TED558	Teaching Creative Problem Solving	N	N	
	EDP 504	Advanced Ed Psych	N	N	
2	EAC 538	Instructional Strategies in Adult and Higher Education	N	N	
2	ECI 512	Emerging Technologies for Teaching and Learning	N	N	
2	ECI 513	Teaching and Learning with Digital Video	N	N	
2	ECI 514	Multimedia Design and Applications in Instruction	N	N	
2	ECI 515	Online Collaborations in Education	N	N	
2	EED505	Trends and Issues in Engineering Education	N	Y	Seminar with a focus on current engineering education issues (ex. Online engineering education)

2	EED506/706	Research Methods in Engineering Education	N	Y	Quantitative, qualitative, and mixed methods research applied to engineering education context
1	EED507/707	Thinking and Learning in Engineering Education	Y	Y	Study of educational theory from learning sciences and educational psychology applied to engineering concepts.
1	EED508/708	Leadership and Policy in Engineering Education	Y	N	Leadership models, ABET accreditation, program evaluation techniques, and policy process in engineering education.
2	EED720	Diversity in Engineering Education	N	Y	Issues (gender, race, class, sexuality, cultural, ethnicity, etc.) associated with recruiting, retaining, and teaching a diverse student population.
2	EED722	Engineering Cultures	N	Y	Survey of engineering cultures on the disciplinary level and international level
2	EED724	Ethics and Engineering Education	N	Y	Theory, application, and research of ethics in engineering education
2	EED730	Assessment in Engineering Education	N	Y	Types of assessment (formative, summative, alternative, etc.) for lecture, laboratory, project-based, and capstone courses.
	Engineering XXX	Engineering Disciplinary Courses (6)	Y	N	Six advised disciplinary courses from one of the engineering fields at N.C. State

II. Faculty

- a. (For undergraduate and master's programs) List the names, ranks and home department of faculty members who will be directly involved in the proposed program. The official roster forms approved by SACSCOC may be submitted. For master's programs, state or attach the criteria that faculty must meet in order to be eligible to teach graduate level courses at your institution.

Rank	Name	Department
------	------	------------

Director, Women in Engineering and Outreach and Teaching Associate Professor	Dr. Laura Bottomley	Engineering and Education
Director of Undergraduate Programs	Dr. Sarah Heckman	Computer Science Engineering
Teaching Associate Professor	Dr. Matthew Cooper	Chemical Engineering
Professor	Dr. Aaron Clark	STEM Education
Teaching Assistant Professor	Dr. Tameshia Ballard Baldwin	Engineering and STEM Education
Associate Professor	Dr. Wendy Krause	Textile Engineering
Alumni Distinguished Undergraduate Professor, the Director of Undergraduate Programs and Associate Department Head	Dr. Russell Gorga	Textile Engineering
Associate Professor	Dr. Cameron Denson	STEM Education
Assistant Professor	Dr. Tamecia Jones	STEM Education
Director of Undergraduate Programs and Teaching Associate Professor	Dr. Kanton Reynolds	Industrial and Systems Engineering

Criteria that faculty must meet in order to be eligible to teach graduate level courses at NC State:

The faculty must be a graduate faculty member, or, if not a member of the graduate faculty, then instructor has been approved by the graduate school to teach graduate courses. The criteria for the latter include whether the faculty member has a terminal degree in the discipline and/or whether the faculty member has extensive experience in the specific area of teaching.

Each of the faculty members listed above is a member of the graduate faculty.

- b. (For doctoral programs) List the names, ranks, and home department of each faculty member who will be directly involved in the proposed program. The official roster forms approved by SACSCOC may be submitted. Provide complete information on each faculty member's education, teaching and research experience, research funding, publications, and experience directing student research including the number of theses and dissertations directed.
Not applicable.

- c. Estimate the need for new faculty for the proposed program over the first four years. If the teaching responsibilities for the proposed program will be absorbed in part or in whole by the present faculty, explain how this will be done without weakening existing programs.

One new junior faculty will be hired to support the program starting in the first year, and one existing faculty member will take on a half-time responsibility for directing the program during year 1. The plan for hiring is to hire three faculty by the end of year 4. The existing STEM Education faculty members may teach a class a year, but will be involved in the research efforts of the program, which align with their current research in the K-12 space, extended it to the undergraduate level.

- d. Explain how the program will affect faculty activity, including course load, public service activity, and scholarly research.

The program will affect current faculty activity, in that it will increase the opportunity for increased funding for scholarly research. Course loads will not be substantially increased for participating faculty, increasing by one course per year in some, but not all, cases. Some faculty will participate in research activities only.

III. Delivery Considerations. Provide assurances of the following (not to exceed 250 words per lettered item):

- a. *Access* (online, site-based distance education, and off-campus programs).

Online students will have access to academic support services comparable to services provided to on-campus students and appropriate to support the program, including admissions, financial aid, academic advising, delivery of course materials, and placement and counseling through the program office (DGP and GSC) and Engineering Online.

- b. *Curriculum delivery* (online and site-based distance education only). The distance education technology to be used is appropriate to the nature and objectives of the program. The content, methods and technology for each online course provide for adequate interaction between instructor and students and among students.

The Engineering Online program has sufficient technology and personnel support to smoothly enable the implementation of the online portion of this program. Faculty in the program will be experienced in supporting the needs of all students, including online students.

- c. *Faculty development* (online and site-based distance education only). Faculty engaged in program delivery receive training appropriate to the distance education technologies and techniques used.

The faculty members involved in this program have all been trained and are all experienced in the use of available technology.

- d. *Security* (online and site-based distance education only). The institution authenticates and verifies the identity of students and their work to assure academic honesty/integrity. The institution assures the security of personal/private information of students enrolled in online courses.

Security authenticates student identity through Engineering Online registration gateway and moodle.

IV. Library

- a. Provide a statement as to the adequacy of present library holdings for the proposed program to support the instructional and research needs of this program.

The present library holdings are adequate for the proposed program.

- b. If applicable, state how the library will be improved to meet new program requirements for the next four years. The explanation should discuss the need for books, periodicals, reference material, primary source material, etc. What additional library support must be added to areas supporting the proposed program?

Not applicable.

- c. Discuss the use of other institutional libraries.

The present holdings of the libraries at NC State are adequate for the proposed program and other institutional libraries are not expected to be used.

- d. For doctoral programs, provide a systematic needs assessment of the current holdings to meet the needs of the program.

Not applicable.

V. Facilities and Equipment

- a. Describe facilities available for the proposed program.

Classrooms on NC State's campus will be available for the proposed program. NC State has a rich set of instructional resources for computing and course delivery. Students will be expected to have their own computer.

- b. Describe the effect of this new program on existing facilities and indicate whether they will be adequate, both at the commencement of the program and during the next decade.

This new program will require office facilities for a portion of the faculty and associated

graduate students. We expect the enrollment numbers for the courses to increase to be between 20 and 30 because of the new program. Most of the classrooms on NC State's campus can hold up to 50 students, so the proposed program will have negligible impact on existing classroom facilities.

- c. Describe information technology and services available for the proposed program.

Computer labs and software are already available for the proposed program.

- d. Describe the effect of this new program on existing information technology and services and indicate whether they will be adequate, both at the commencement of the program and during the next decade.

None of the courses in the proposed new degree has a lab session, so this new program will not impose any additional burden for the computer labs. Some courses do teach students how to use software to conduct statistical analysis. This is usually done on students' personal computers, and students can download the software needed like SAS and Matlab for free from NC State's IT department. Therefore, the existing computer labs and software at NC State University are adequate for the proposed program, and the proposed program will have no impact on existing information technology and services.

VI. Administration

- a. Describe how the proposed program will be administered, giving the responsibilities of each department, division, school, or college. Explain any inter-departmental or inter-unit administrative plans. Include an organizational chart showing the "location" of the proposed new program.

The proposed program will be jointly administered by the Colleges of Engineering and Education at NC State University. The two Deans will jointly appoint a director of graduate programs, who will create Admissions and Curriculum committees from faculty in both colleges to jointly administer the program, and hire a graduate service assistant to assist in the program administration.

- b. For joint programs only, include documentation that, at minimum, the fundamental elements of the following institutional processes have been agreed to by the partners:

- i. Admission process

Program applicants will submit their applications to NC State's graduate school. The admission committee will then review the applications and decide whether to recommend the students to the graduate school for admission. The graduate school then decides whether to admit the students.

- ii. Registration and enrollment process for students

The proposed program will follow exactly the same registration and enrollment process as other existing Engineering graduate programs at NC State. Students will be advised by the director of graduate programs and then enroll in classes through MyPack Portal.

iii. Committee process for graduate students

As this is a non-thesis program, the director of graduate programs will be the chair and only committee member for the students in year 1. After that, the newly hired Assistant Professor will share in those responsibilities.

iv. Plan for charging and distributing tuition and fees

The tuition for the program will be the standard NC State graduate tuition. Students will also pay the engineering enhancement fee, which will return to the program for administrative management, as committed by the Deans of Engineering and Education.

v. Management of transcripts and permanent records

Management of transcripts and permanent records will be handled by the Records and Registration Department of NC State.

vi. Participation in graduation

Students in the proposed program will participate in NC State's graduation exercise. They will choose whether to participate in the College exercises of Engineering or Education.

vii. Design of diploma

The diploma for students in this joint program will bear recognition from both the College of Engineering and the College of Education.

VII. Additional Program Support

- a. Will additional administrative staff, new master's program graduate student assistantships, etc. be required? If so, please briefly explain in the space below each item, state the estimated new dollars required at steady state after four years, and state the source of the new funding and resources required.

By year 4, the program will have a full-time program assistant and three graduate assistants. The program assistant salary (\$50,000) will be funded by non-fundable distance education tuition. The three graduate student assistants (\$66,000) will be funded by Delta enrollment increase funds.

VIII. Accreditation and Licensure

- a. Where appropriate, describe how all licensure or professional accreditation standards will be met, including required practica, internships, and supervised clinical experiences.

Not applicable.

- b. Indicate the names of all accrediting agencies normally concerned with programs similar to the one proposed. Describe plans to request professional accreditation.

Not applicable.

- c. If the new degree program meets the SACSCOC definition for a substantive change, what campus actions need to be completed by what date in order to ensure that the substantive change is reported to SACSCOC on time?

Not applicable.

- d. If recipients of the proposed degree will require licensure to practice, explain how program curricula and title are aligned with requirements to “sit” for the licensure exam.

Not applicable.

IX. Supporting Fields

- a. Discuss the number and quality of lower-level and cognate programs for supporting the proposed degree program.

The proposed program requires sufficient mathematical and technical preparation for the graduate engineering departmental courses selected by the student.

- b. Are other subject-matter fields at the proposing institution necessary or valuable in support of the proposed program? Is there needed improvement or expansion of these fields? To what extent will such improvement or expansion be necessary for the proposed program?

No.

X. Additional Information. Include any additional information deemed pertinent to the review of this new degree program proposal.

None.

XI. Budget

- a. Complete and insert the Excel budget template provided showing incremental continuing and one-time costs required each year of the first four years of the program. Supplement the template with a budget narrative for each year.

Attached.

- b. Based on the campus' estimate of available existing resources or expected non-state financial resources that will support the proposed program (e.g., federal support, private sources, tuition revenue, etc), will the campus:

- i. Seek enrollment increase funds or other additional state appropriations (both one-time and recurring) to implement and sustain the proposed program? If so, please elaborate.

Yes. Both on-campus and Delta enrollment increase funds are sought, as shown in the budget. These are all new students who will bring enrollment funding that we expect to flow to the program in the normal way.

- ii. Require differential tuition supplements or program-specific fees? If so, please elaborate.
iii. Not at this time.

1. State the amount of tuition differential or program-specific fees that will be requested.

All engineering students, including these students, will pay the engineering enhancement fee.

2. Describe specifically how the campus will spend the revenues generated.

The engineering enhancement fee is distributed by the engineering Dean to departments to various units in the College. The fee will be used to offset budget deficits in the first year of this program due to arrears funding. After that, the fee allocated to the program by the Dean will be used to enhance student experience.

3. Does the campus request the tuition differential or program-specific fees be approved by the Board of Governors prior to the next Tuition and Fee cycle?

No.

- c. If enrollment increase funding, differential tuition, or other state appropriations noted in the budget templates are not forthcoming, can the program still be implemented and sustained and, if so, how will that be accomplished? Letters of commitment from the Chancellor and/or Chief Academic Officer should be provided.

In the long term, assuming this program is successful, enrollment funding from the state is expected. In the short term, if no enrollment increase funding is provided due to financial emergency, the program can be started by deferring or reducing costs for the director, the graduate services coordinator, and student support.

XII. Evaluation Plans

- a. What student learning outcomes will be met by the proposed program and how will student proficiency be measured? These items may be updated as necessary to meet student and program needs.

Program Student Learning Outcomes	Measurement Instrument	Criteria for Proficiency (score, percentage, level of performance, etc.)
<i>At the end of the program, students will be able to:</i>		
Identify, discuss, and address critical issues facing engineering education in alignment with stakeholder needs in a global and societal context.	Written documents Master's Project Exit Survey: Knowledge of contemporary issues; compared with entrance survey	100% of students completing this degree 100% of students completing this degree 90% of students with a rating at least 3/4 and show growth from entrance survey
Ability to create, teach, and assess courses and curricula	Course (Unit) Project and Assignments Microteach	100% of students 90% of students complete a microteach with a score of 85/100 or higher
Demonstrate and apply engineering expertise by conducting experiments or completing projects that solve problems using engineering tools and techniques.	Course Plan: Approved Plan of Study Required Disciplinary Engineering Focus Area or Elective Courses	100% of students 100% of students complete 18 Engineering Credit Hours of Grade \geq B

- b. The plan and schedule to evaluate the proposed new degree program prior to the completion of its fourth year of operation (to include types of measurement, frequency, and scope of program review).

Evaluation Item	Year	Source of Data	Frequency	Scope of Review/Action Items
Number of Applications	1	Graduate School Application Portal	Annually	Results of all assessment metrics are shared annually. Approved recommendations from faculty and advisory board will be integrated into the program.
Applicant GPA	2	Applications	Annually	Results of all assessment metrics are shared annually.

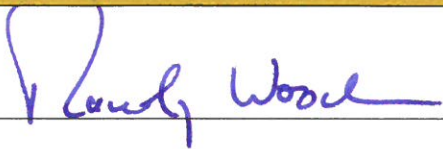

Enrollment	2	Program Director	Annually	Results of all assessment metrics are shared annually. Approved recommendations from faculty and advisory board will be integrated into the program.
Enrollment Demographics	1	Program Director	Annually	Results of all assessment metrics are shared annually. Approved recommendations from faculty and advisory board will be integrated into the program.
Average Degree Completion Time	4	Program Director		Results of all assessment metrics are shared annually.
Job Placement Outcomes	2	Survey at graduation and 6 months post completion	Annually	Results of all assessment metrics are shared annually. Approved recommendations from faculty and advisory board will be integrated into the program.

We plan to evaluate the proposed new program at the end of the 2nd year by examining the number of applications received, the quality of the applicants (undergraduate GPA; TOEFL/IELTS scores for international students), the number of students enrolled (and their diversity), and the quality of the enrolled students when compared to those of applicants (undergraduate GPA; TOEFL/IELTS scores for international students). At the end of year 4, the evaluation will also include the average degree completion time, the average GPA at graduation, job placement outcomes upon graduation and job placement outcomes 6 months after graduation. Student surveys will be conducted at the ends of years 2, 3, and 4 to evaluate satisfaction, student STEM teaching efficacy, and other related quantities.

XIII. Attachments. Attach the final approved Letter of Intent as the first attachment following this document.

The final approved Letter of Intent.

This proposal to establish a new program has been reviewed and approved by the appropriate campus committees and authorities.

Position Title	Signature	Date
Chancellor		6/11/20
Chancellor (Joint Partner Campus)		
Provost		05/29/2020

Degree Name Engineering Education_Masters

Internal use only

ON-CAMPUS STUDENT CREDIT-HOUR (SCH) PRODUCTION OVER FOUR YEARS*

INSTRUCTIONAL Enrollment increase only

In-state % 100%

								Category #_II & IV
year	full-time	credits	SCH	part-time	credits	SCH	total SCH each year	
1	6	18	108	0	12	0	108	\$ 89,960.76
2								
first-yr	6	18	108	0	12	0		
second-yr	6	12	72	0	12	0		
total	12		180	0		0	180	\$ 149,934.60
3								
first-yr	6	18	108	0	12	0		
second-yr	6	12	72	0	12	0		
third-yr	0	0	0	0	6	0		
total	12		180	0		0	180	\$ 149,934.60
4								
first-yr	6	18	108	0	12	0		
second-yr	6	12	72	0	12	0		
third-yr	0	0	0	0	6	0		
fourth-yr	0	0	0	0	0	0		
totals	12		180	0		0	180	\$ 149,934.60
Total							648	\$ 539,764.56

* Colleges will receive 50% of INSTRUCTIONAL SALARY enrollment increase \$ from Provost

\$/SCH INSTRUCTIONAL Requirement based on 33% masters STEM Ed (Cat II \$321.82), 67% masters COE (CAT IV \$1,084.73). This represents potential new budget available for Colleges to invest.

Degree Name - Engineering Education -Masters

Internal use only

DE STUDENT CREDIT-HOUR (SCH) PRODUCTION OVER FOUR YEARS

Ref. <http://oirp.ncsu.edu/ir/fin>

In-state % 50%

								Category #_II_ & IV
year	On-Campus	credits	SCH	DE	credits	SCH	total SCH each year	
1	0	18	0	18	12	216	216	\$ 1,328.89
2								
first-yr	0	18	0	18	12	216		
second-yr	0	12	0	18	12	216		
total	0		0	36	24	432	432	\$ 287,040.24
3								
first-yr	0	18	0	18	12	216		
second-yr	0	12	0	18	12	216		
third-yr	0	0	0	18	6	108		
total	0		0	54		540	540	\$ 358,800.30
4								
first-yr	0	18	0	18	12	216		
second-yr	0	12	0	18	12	216		
third-yr	0	0	0	18	6	108		
fourth-yr	0	0	0	0	0	0		
totals	0		0	54		540	540	\$ 358,800.30
Total							1728	\$ 1,148,160.96

Note: Assumes 50% in-state (fundable) and 50% out-of-state (non-fundable).

College actually receive 80% of \$/SCH Total Academic Requirement (Instructional Salary plus Other @ 44.89%) less 11.28% to Benefits Pool.

Calculated as the average of 33% Cat II (835.99) and 67% Cat IV (1,571.66) and benefits charged only to salary lines (i.e. did not use 11.28%).

Degree Name - Engineering Education - Masters

Internal use only

DE OUT-OF-STATE STUDENT TUITION GENERATED OVER FOUR YEARS

Ref. <http://oirp.ncsu.edu/ir/fin>

In-state %

50%

							Category #_II_& IV
year	On-Campus	credits	SCH	DE	credits	SCH	total SCH each year
1		18	0	18	12	216	216
2							
first-yr		18	0	18	12	216	
second-yr		12	0	18	12	216	
total	0		0	36		432	432
3							
first-yr		18	0	18	12	216	
second-yr		12	0	18	12	216	
third-yr	0	0	0	18	6	108	
total	0		0	54		540	540
4							
first-yr		18	0	18	12	216	
second-yr		12	0	18	12	216	
third-yr	0	0	0	18	6	108	
fourth-yr	0	0	0	0	0	0	
totals	0		0	54		540	540
Total							1728
							\$649,823

Note: Assumes 50% in-state (fundable) and 50% out-of-state (non-fundable).

College actually receive 80% of \$/SCH Total Academic Requirement (Instructional Salary plus Other @ 44.89%) less 11.28% to Benefits Pool. Calculated as the average of Cat I (835.99) and III (760.98) with SCHs split 50:50 but then benefits charged only to salary lines (i.e. did not use 11.28%).

For 19-20, purpose 101 was \$752.11 per graduate non-fundable SCH. (Of which DELTA allocated 80%, net of benefits at 11.28%, or \$533.82 to colleges per graduate non-fundable SCH.)

Degree Name - Engineering Education - Masters *Internal use only*
TOTAL STUDENT CREDIT-HOUR (SCH) PRODUCTION OVER FOUR YEARS*

Ref. <http://oirp.ncsu.edu/ir/fin>

								Category #_II_ & IV	
	year	full-time	credits	SCH	part-time	credits	SCH	total SCH each year	
	1	6	18	108	18	12	216	324	\$ 314,708.76
	2								
first-yr		6	18	108	18	12	216		
second-yr		6	12	72	18	12	216		
total		12		180	36		432	612	\$ 599,430.60
	3								
first-yr		6	18	108	18	12	216		
second-yr		6	12	72	18	12	216		
third-yr		0	0	0	18	6	108		
total		12		180	54		540	720	\$ 711,804.60
	4								
first-yr		6	18	108	18	12	216		
second-yr		6	12	72	18	12	216		
third-yr		0	0	0	18	6	108		
fourth-yr		0	0	0	0	0	0		
totals		12		180	54		540	720	\$ 711,804.60
Total								2376	\$ 2,337,748.56

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

INSTITUTION	NC State University	Date:	12-Aug-19
Program (CIP, Name Level)			
Degree(s) to be Granted		Program Year	Year 1 (201X-201X)
Projected annual Full-Time (18 credits)	6		
Projected annual part-time (12 credits)	18		
Projected annual DE SCH	216		
Differential tuition requested per student per academic yr	\$0		
Projected annual differential tuition	\$0		
Projected annual differential tuition for financial aid	\$0		
Differential tuition remainder	\$0		

Assumptions

1. Enrollment	admissions	continuing	Student Credit Hours
full-time	6	na	108
part-time	18	na	216
TOTAL new SCH			324
Enrollment increase funds Purpose 101			\$ 314,709
2. Student support			
TA ships	0		
Out of state admissions	0		

YEAR 1

Source of Funds									
Cost Description	Number	Provost Enrollment Increase \$*	DELTA Enrollment Increase \$**	Non-Fundable DE Tuition	Contracts Grants	& Other (Premium)	Additional Funding Needed***	Total	
AVAILABLE BUDGET		\$ -	\$ -	\$ 64,982		\$ -		\$ 64,982	
12XX SPA salary									
Graduate Service Coordinator	0.500	\$ -	\$ -	\$ 25,000	\$ -	\$ -	\$ -	\$ 25,000	
TOTAL 12XX	0.500	\$ -	\$ -	\$ 25,000	\$ -	\$ -	\$ -	\$ 25,000	
13XX EPA salaries									
Interim Director	0.500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 60,000	\$ 60,000	
Associate Professor	0.000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Assistant Professor	0.000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Graduate Student Assistants @ \$22K	0.000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
TOTAL 13XX	0.500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 60,000	\$ 60,000	
18XX Fringes									
Faculty/Staff @ 27%		\$ -	\$ -	\$ 6,750	\$ -	\$ -	\$ 16,200	\$ 22,950	
Graduate Student Assistants @ 9.5%		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
TOTAL 18XX		\$ -	\$ -	\$ 6,750	\$ -	\$ -	\$ 16,200	\$ 22,950	
2-5XX Operating									
Copying/Postage/Office Supplies		\$ -	\$ -	\$ 2,000	\$ -	\$ -	\$ -	\$ 2,000	
Travel		\$ -	\$ -	\$ 22,000	\$ -	\$ -	\$ -	\$ 22,000	
Equipment		\$ -	\$ -	\$ 9,000	\$ -	\$ -	\$ -	\$ 9,000	
Marketing		\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,000	\$ 20,000	
TOTAL 2-5XX		\$ -	\$ -	\$ 33,000	\$ -	\$ -	\$ 20,000	\$ 53,000	
6XX Graduate Student Support Plan (GSSP)									
RA/TA Health Insurance		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
In-State Tuition		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Tuition Remission		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Tuition Remission Matching @ 25%		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
TOTAL 6XX		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
TOTAL COSTS		\$ -	\$ -	\$ 64,750	\$ -	\$ -	\$ 96,200	\$ 160,950	

*Funding is done 1 year in the arrears so enrollment increase generated in Yr 1 is available starting in Yr2. 50% of INSTRUCTIONAL SALARY enrollment increase funding distributed to Colleges. Colleges must commit these funds to the program.

** Funding is done 1 year in the arrears so 80 % of Total Academic Requirement enrollment increase generated in Yr 1 is available starting in Yr2 from DELTA.

***Negotiated with College Dean(s).

Value in G62 cannot exceed value in B12

Year 1: COE program enhancement fee (PEF) should be $15 * \$1500 + 10 * \$456.12 = \$27061$ for the two colleges. The PEF \$ cannot be used for instruction covered by tuition. Therefore, it has not been included in these budget calculations.

Assumptions	Rate	Link
RA/TA Health Insurance @	\$2,504	https://studentservices.ncsu.edu/your-money/tuition-and-fees/graduate-students/
In-State Tuition @	\$9,095	https://studentservices.ncsu.edu/your-money/tuition-and-fees/graduate-students/
Tuition Remission @ (diff)	\$17,326	https://studentservices.ncsu.edu/your-money/tuition-and-fees/graduate-students/
Tuition Remission Matching @ 25% of TR	\$4,332	https://studentservices.ncsu.edu/your-money/tuition-and-fees/graduate-students/

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

INSTITUTION	NC State University	Date:	12-Aug-19
Program (CIP, Name Level)			
Degree(s) to be Granted		Program Year	Year 2 (201X-201X)
Projected annual Full-Time (18 credits)	12		
Projected annual part-time (12 credits)	36		
Projected annual DE SCH	432		
Differential tuition requested per student per academic yr	\$0		
Projected annual differential tuition	\$0		
Projected annual differential tuition for financial aid	\$0		
Differential tuition remainder	\$0		

Assumptions

1. Enrollment	admissions	continuing	Student Credit Hours
full-time	6	6	180
part-time	12	12	432
TOTAL new SCH			612
Enrollment increase funds Purpose 101			\$599,431
2. Student support			totals
TA ships	0	0	0
Out of state admissions	0	0	0

YEAR 2									
Source of Funds									
Cost Description	Number	Provost Enrollment Increase \$*	DELTA Enrollment Increase \$**	Non-Fundable DE Tuition	Contracts & Grants	Other (Premium)	Additional Funding Needed***	Total	Total New This Year
AVAILABLE BUDGET		\$ 44,980	\$ 114,816	\$ 129,965	\$ -	\$ -	\$ -	\$ 289,761	\$ 224,779
12XX SPA salary									
Graduate Services Coordinator	0.500	\$ -	\$ -	\$ 25,000	\$ -	\$ -	\$ -	\$ 25,000	\$ -
TOTAL 12XX	0.500	\$ -	\$ -	\$ 25,000	\$ -	\$ -	\$ -	\$ 25,000	\$ -
13XX EPA salaries									
Full Professor - Director	1.000	\$ 44,000	\$ 90,000	\$ 16,000	\$ -	\$ -	\$ -	\$ 150,000	\$ -
Associate Professor	0.000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Assistant Professor 1	0.000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Graduate Student Assistants @ 22K	1.000	\$ -	\$ -	\$ 22,000	\$ -	\$ -	\$ -	\$ 22,000	\$ -
TOTAL 13XX		\$ 44,000	\$ 90,000	\$ 38,000	\$ -	\$ -	\$ -	\$ 172,000	\$ -
18XX Fringes									
Faculty/Staff @ 27%		\$ -	\$ 24,300	\$ 11,070	\$ -	\$ -	\$ -	\$ 35,370	\$ -
Graduate Student Assistants @ 9.5%		\$ -	\$ -	\$ 2,090	\$ -	\$ -	\$ -	\$ 2,090	\$ -
TOTAL 18XX		\$ -	\$ 24,300	\$ 13,160	\$ -	\$ -	\$ -	\$ 37,460	\$ -
2-5XXX Operating									
Copying/Postage/Office Supplies		\$ -	\$ -	\$ 2,000	\$ -	\$ -	\$ -	\$ 2,000	\$ -
Travel		\$ -	\$ -	\$ 22,000	\$ -	\$ -	\$ -	\$ 22,000	\$ -
Equipment		\$ -	\$ -	\$ 9,000	\$ -	\$ -	\$ -	\$ 9,000	\$ -
Marketing		\$ -	\$ -	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000	\$ -
TOTAL 2-5XX		\$ -	\$ -	\$ 53,000	\$ -	\$ -	\$ -	\$ 53,000	\$ -
6XX Graduate Student Support Plan (GSSP)									
RA/TA Health Insurance @		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
In-State Tuition		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Tuition Remission		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Tuition Remission Matching @ 25%		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL 6XX		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL COSTS		\$ 44,000	\$ 114,300	\$ 129,160	\$ -	\$ -	\$ -	\$ 287,460	\$ -

*50% of INSTRUCTIONAL SALARY enrollment increase funding from Yr 1 distributed to Colleges. Colleges must commit these funds to the program.

** 80% of Total Academic Requirement enrollment increase funding from year 1 from DELTA

***Negotiated with College Dean(s)

Value in G62 cannot exceed value in B12

Year 2: COE program enhancement fee (PEF) should be $34 * \$1500 + 14 * \$456.12 = \$57,386$ for the two colleges. The PEF \$ cannot be used for instruction covered by tuition. Therefore, it has not been included in these budget calculations.

Assumptions	Rate	Link
RA/TA Health Insurance @	\$2,504	https://studentservices.ncsu.edu/your-money/tuition-and-fees/graduate-students/
In-State Tuition @	\$9,095	https://studentservices.ncsu.edu/your-money/tuition-and-fees/graduate-students/
Tuition Remission @ (diff)	\$17,326	https://studentservices.ncsu.edu/your-money/tuition-and-fees/graduate-students/
Tuition Remission Matching @ 25% of TR	\$4,332	https://studentservices.ncsu.edu/your-money/tuition-and-fees/graduate-students/

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

INSTITUTION	NC State University	Date:	12-Aug-19
Program (CIP, Name Level)			
Degree(s) to be Granted		Program Year	Year 3 (201X-201X)
Projected annual Full-Time (18 credits)	12		
Projected annual part-time (12 credits)	54		
Projected DE SCH	540		
Differential tuition requested per student per academic yr	\$0		
Projected annual differential tuition	\$0		
Projected annual differential tuition for financial aid	\$0		
Differential tuition remainder	\$0		

Assumptions

1. Enrollment	admissions	continuing	Student Credit Hours
full-time	6	6	180
part-time	18	36	540
TOTAL new SCH			720
Enrollment increase funds Purpose 101			\$ 711,805
2. Student support			totals
TA ships	0	0	0
Out of state admissions	0	0	0

YEAR 3

Source of Funds									
Cost Description	Number	Provost Enrollment Increase \$*	DELTA Enrollment Increase \$**	Non-Fundable DE Tuition	Contracts & Grants	Other (Premium)	Additional Funding Needed***	Total	Total New This Year
AVAILABLE BUDGET		\$ 74,967	\$ 229,632	\$ 162,456	\$ -	\$ -		\$ 467,055	\$ 177,294
12XX SPA salary									
Graduate Service Coordinator	1.000	\$ -	\$ 50,000	\$ -	\$ -	\$ -	\$ -	\$ 50,000	
TOTAL 12XX	1.000	\$ -	\$ 50,000	\$ -	\$ -	\$ -	\$ -	\$ 50,000	\$ -
13XX EPA salaries									
Full Professor - Director	1.000	\$ 2,000	\$ 35,000	\$ 86,000	\$ -	\$ -	\$ 27,000	\$ 150,000	\$ -
Associate Professor	0.000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Assistant Professor 1	1.000	\$ -	\$ 95,000	\$ -	\$ -	\$ -	\$ -	\$ 95,000	\$ -
Graduate Student Assistants @ \$22K	3.000	\$ 66,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 66,000	\$ -
TOTAL 13XX	5.000	\$ 68,000	\$ 130,000	\$ 86,000	\$ -	\$ -	\$ 27,000	\$ 311,000	\$ -
18XX Fringes									
Faculty/Staff @ 27%		\$ -	\$ 48,600	\$ 23,220	\$ -	\$ -	\$ 7,290	\$ 79,110	\$ -
Graduate Student Assistants @ 9.5%		\$ 6,270	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,270	\$ -
TOTAL 18XX		\$ 6,270	\$ 48,600	\$ 23,220	\$ -	\$ -	\$ 7,290	\$ 85,380	\$ -
2-5XXX Operating									
Copying/Postage/Office Supplies		\$ -	\$ -	\$ 2,000	\$ -	\$ -	\$ -	\$ 2,000	\$ -
Travel		\$ -	\$ -	\$ 22,000	\$ -	\$ -	\$ -	\$ 22,000	\$ -
Equipment		\$ -	\$ -	\$ 9,000	\$ -	\$ -	\$ -	\$ 9,000	\$ -
Marketing		\$ -	\$ -	\$ 20,000	\$ -	\$ -	\$ -	\$ 20,000	\$ -
TOTAL 2-5XX		\$ -	\$ -	\$ 53,000	\$ -	\$ -	\$ -	\$ 53,000	\$ -
6XX Graduate Student Support Plan (GSSP)									
RA/TA Health Insurance		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
In-State Tuition		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Tuition Remission		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Tuition Remission Matching @ 25%		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL 6XX		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL COSTS		\$ 74,270	\$ 228,600	\$ 162,220	\$ -	\$ -	\$ 34,290	\$ 499,380	\$ -

*50% of INSTRUCTIONAL SALARY enrollment increase funding from Yr 2 distributed to Colleges. Colleges must commit these funds to the program.

** 80% of Total Academic Requirement enrollment increase funding from year 2 from DELTA

***Negotiated with College Dean(s)

Value in G63 cannot exceed value in B12

Year 3: COE program enhancement fee (PEF) should be 43 * \$1500 + 39 * \$456.12 = \$82,288 for the two colleges. The PEF \$ cannot be used for instruction covered by tuition. Therefore, it has not been included in these budget calculations.

Assumptions	Rate	Link
RA/TA Health Insurance @	\$2,504	https://studentservices.ncsu.edu/your-money/tuition-and-fees/graduate-students/
In-State Tuition @	\$9,095	https://studentservices.ncsu.edu/your-money/tuition-and-fees/graduate-students/
Tuition Remission @ (diff)	\$17,326	https://studentservices.ncsu.edu/your-money/tuition-and-fees/graduate-students/
Tuition Remission Matching @ 25% of TR	\$4,332	https://studentservices.ncsu.edu/your-money/tuition-and-fees/graduate-students/

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

INSTITUTION	NC State University	Date:	12-Aug-19
Program (CIP, Name Level)			
Degree(s) to be Granted		Program Year	Year 4 (201X-201X)
Projected annual Full-Time (18 credits)	12		
Projected annual part-time (12 credits)	54		
Projected annual DE SCH	540		
Differential tuition requested per student per academic yr	\$0		
Projected annual differential tuition	\$0		
Projected annual differential tuition for financial aid	\$0		
Differential tuition remainder	\$0		

Assumptions

1. Enrollment	admissions	continuing	Student Credit Hours
full-time	6	0	180
part-time	18	54	540
TOTAL new SCH			720
Enrollment increase funds Purpose 101			\$ 711,805
2. Student support			total
TA ships	0	0	0
Out of state admissions	0	0	0

YEAR4

Source of Funds									
Cost Description	Number	Provost Enrollment Increase \$*	DELTA Enrollment Increase \$**	Non-Fundable DE Tuition	Contracts & Grants	Other (Premium Tuition)	Additional Funding Needed***	Total	Total New This Year
AVAILABLE BUDGET		\$ 74,967	\$ 287,040	\$ 162,456	\$ -	\$ -		\$ 524,463	\$ 57,408
12XX SPA salary									
graduate services coordinator	1.000	\$ -	\$ -	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000	\$ -
TOTAL 12XX	1.000	\$ -	\$ -	\$ 50,000	\$ -	\$ -	\$ -	\$ 50,000	\$ -
13XX EPA salaries									
Full Professor	1.000	\$ -	\$ 150,000	\$ -	\$ -	\$ -	\$ -	\$ 150,000	\$ -
Associate Professor	0.500	\$ -	\$ -	\$ 40,000	\$ -	\$ -	\$ 20,000	\$ 60,000	\$ -
Assistant Professor 1	1.000	\$ 75,000	\$ 20,000	\$ -	\$ -	\$ -	\$ -	\$ 95,000	\$ -
Graduate Student Assistants @ \$22K	3.000	\$ -	\$ 66,000	\$ -	\$ -	\$ -	\$ -	\$ 66,000	\$ -
TOTAL 13XX	5.500	\$ 75,000	\$ 236,000	\$ 40,000	\$ -	\$ -	\$ 20,000	\$ 371,000	\$ -
18XX Fringes									
Faculty/Staff @ 27%		\$ -	\$ 45,900	\$ 24,300	\$ -	\$ -	\$ 5,400	\$ 75,600	\$ -
Graduate Student Assistants @ 9.5%		\$ -	\$ 6,270	\$ -	\$ -	\$ -	\$ -	\$ 6,270	\$ -
TOTAL 18XX		\$ -	\$ 52,170	\$ 24,300	\$ -	\$ -	\$ 5,400	\$ 81,870	\$ -
2-5XXX Operating									
Copying/Postage/Office Supplies		\$ -	\$ -	\$ 2,000	\$ -	\$ -	\$ -	\$ 2,000	\$ -
Travel		\$ -	\$ -	\$ 22,000	\$ -	\$ -	\$ -	\$ 22,000	\$ -
Equipment		\$ -	\$ -	\$ 9,000	\$ -	\$ -	\$ -	\$ 9,000	\$ -
Marketing		\$ -	\$ -	\$ 15,000	\$ -	\$ -	\$ -	\$ 15,000	\$ -
TOTAL 2-5XX		\$ -	\$ -	\$ 48,000	\$ -	\$ -	\$ -	\$ 48,000	\$ (5,000)
6XX Graduate Student Support Plan (GSSP)									
RA/TA Health Insurance		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
In-State Tuition		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Tuition Remission		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Tuition Remission Matching @ 25%		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL 6XX		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL COSTS		\$ 75,000	\$ 288,170	\$ 162,300	\$ -	\$ -	\$ 25,400	\$ 550,870	\$ -

*50% of INSTRUCTIONAL SALARY enrollment increase funding from Yr 3 distributed to Colleges. Colleges must commit these funds to the program.

** 80% of Total Academic Requirement enrollment increase funding from year 3 from DELTA

***Negotiated with College Dean(s)

Value in G64 cannot exceed value in B12

Year 4: COE program enhancement fee (PEF) should be $53 * \$1500 + 59 * \$456.12 = \$106,411$ for the two colleges. The PEF \$ cannot be used for instruction covered by tuition. Therefore, it has not been included in these budget calculations.

Assumptions	Rate	Link
RA/TA Health Insurance @	\$2,504	https://studentservices.ncsu.edu/your-money/tuition-and-fees/graduate-students/
In-State Tuition @	\$9,095	https://studentservices.ncsu.edu/your-money/tuition-and-fees/graduate-students/
Tuition Remission @ (diff)	\$17,326	https://studentservices.ncsu.edu/your-money/tuition-and-fees/graduate-students/
Tuition Remission Matching @ 25% of TR	\$4,332	https://studentservices.ncsu.edu/your-money/tuition-and-fees/graduate-students/

Degree Name - Engineering Education - Masters Summary of Costs

Internal use only

SUMMARY OF TOTAL COSTS EACH YEAR

Period	Source of Funds						Cumulative Totals	Total New Each Year
	Provost Enrollment Increase \$*	DELTA Enrollment Increase \$**	Non-Fundable DE Tuition	Contracts Grants	& (Premium Tuition)	Additional Funding Needed***		
Year 1	\$ -	\$ -	\$ 64,750	\$ -	\$ -	\$ 96,200	\$ 160,950	\$ 160,950
Year 2	\$ 44,000	\$ 114,300	\$ 129,160	\$ -	\$ -	\$ -	\$ 287,460	\$ -
Year 3	\$ 74,270	\$ 228,600	\$ 162,220	\$ -	\$ -	\$ 34,290	\$ 499,380	\$ -
Year 4	\$ 75,000	\$ 288,170	\$ 162,300	\$ -	\$ -	\$ 25,400	\$ 550,870	\$ -

SUMMARY OF NEW COSTS EACH YEAR

Period	Source of Funds						Total New Each Year
	Provost Enrollment Increase \$*	DELTA Enrollment Increase \$**	Non-Fundable DE Tuition	Contracts Grants	& (Premium Tuition)	Additional Funding Needed***	
Year 1	\$ -	\$ -	\$ 64,750	\$ -	\$ -	\$ 96,200	\$ 160,950
Year 2	\$ 44,000	\$ 114,300	\$ 64,410	\$ -	\$ -	\$ (96,200)	\$ 126,510
Year 3	\$ 30,270	\$ 114,300	\$ 33,060	\$ -	\$ -	\$ 34,290	\$ 211,920
Year 4	\$ 730	\$ 59,570	\$ 80	\$ -	\$ -	\$ (8,890)	\$ 51,490
Grand Total	\$ 75,000	\$ 288,170	\$ 162,300	\$ -	\$ -	\$ 25,400	\$ 550,870

PERMANENT FUNDS REQUESTED AT STEADY STATE (Yr 4)

Provost enrollment increase \$	75,000
DELTA enrollment increase \$	288,170
Non-Fundable DE Tuition	162,300
Contracts & Grants	-
Premium Tuition \$	-
TOTAL \$	525,470

SUMMARY OF TOTAL PURPOSE 101 FUNDS AVAILABLE

Period	Provost Enrollment \$	DELTA Enrollment Increase	Non-Fundable DE Tuition	Premium Tuition Generated	Total New Each Year
Year 1	0	0	\$81,228	\$0	\$ 81,228
Year 2	\$ 89,961	\$ 143,520	\$162,456	\$0	\$ 314,709
Year 3	\$ 149,935	\$ 287,040	\$203,070	\$0	\$ 325,336
Year 4	\$ 149,935	\$ 358,800	\$203,070	\$0	\$ 386,469
Grand Total	\$ 389,830	\$ 789,361	\$ 649,823	\$ -	

Grad Program Gain (Loss) Yr 4

\$ 186,335

Degree Name - Engineering Education - Masters

Internal use only

Table 1: Estimated Annual Budget for the Program

	year 1	year 2	year 3	year 4	Internal Review Only	
					Percentage (Academic Cost / Purpose 101 Funding	Comments
Academic Costs (Total costs to deliver the program)	\$160,950	\$287,460	\$499,380	\$550,870	96%	1) typical range 40% to 60% by YR 4
Library Costs (estimated @ 11.485% of purpose 101 funds)	\$36,144	\$68,845	\$81,751	\$81,751		2) can not exceed 80% for DE only programs
General Institutional Support (estimated @ 54.050% of purpose 101 funds)	\$170,100	\$323,992	\$384,730	\$384,730		
DELTA specific instructional support (estimated @ 20% of DE purpose 101 funds)	\$28,704	\$57,408	\$71,760	\$71,760		
Provost Office Strategic Investment Funds (estimated @ 50% of On-Campus Instructional Salary)	0	\$44,980	\$74,967	\$74,967		
ESTIMATED ANNUAL TOTAL COST	\$395,898	\$737,705	\$1,037,621	\$1,089,111		

Table 2: Projected Annual Requirements (\$ Generated)

	year 1	year 2	year 3	year 4	Funding Difference (State Apprppriation + Premium Tuition - Academic cost)	
						Comments
Number of Master's SCH generated	324	612	720	720		
State Appropriations Estimate to Campus Library (11.485% of purpose 101 funds)	0	\$36,144	\$68,845	\$81,751		
State Appropriations Estimate to Campus Institutional Support (54.050% of purpose 101 funds)	0	\$170,100	\$323,992	\$384,730		
Total Academic Requirements Generated*	0	\$258,708	\$488,670	\$574,906	-\$122,692	1) must be + by YR 4
Estimated Premium Tuition	\$0	\$0	\$0	\$0		
ESTIMATED TOTAL ANNUAL FUNDING AVAILABLE	\$0	\$464,952	\$881,507	\$1,041,387		

*Calculated as the average of 33% Cat II (835.99) and 67% Cat IV (1,571.66).

Budget Guidelines for New Distance Education Graduate Programs (2014-

Internal use only

Suggest developing a preliminary budget as a supplement to Appendix A and F

Appendix C Section XI Budget: Insert worksheets labeled Year, 1, 2, 3, and 4 into the budget section. Add a narrative

Appendix G Section 8 Financial Support Insert worksheets yr 1, yr 2, yr 3, yr 4, and UNC GA summary

Hide sections in yellow before pasting into Appendix C and G

The template is not locked. Add/delete rows/columns as needed. Modify formulas as needed.

See comments associated with individual cells in worksheets

The complete Excel Budget Template is routed within NCSU for reviews.

SCH Production over four years worksheet

This worksheet shows the SCH generated which is then used to calculate revenue based on formula funding. Only include NEW students. Do not include students who are in off-model programs.

Category: refer to the web site for the enrollment category of courses (for example engineering courses are typically Category IV) http://upa.ncsu.edu/sites/upa.ncsu.edu/files/PDF/ga_funding_category_to_course_code_0.pdf

Total SCH each Year: refer to the website for \$ value of purpose 101 funding Table 2 column 2. <http://upa.ncsu.edu/ir/fin/2013->

· If your program is significantly divided among several programs add extra rows to represent other categories and corresponding SCH. Alternatively, develop a weighted \$/SCH value for budget purposes.

Based on the student credit hours reported in Appendix C Section II.C, for Year 1 record:

number of full time students each year (only include NEW students not students who are moving from an existing program)

typical credit hours per year for full time students (18 credit hours for graduate programs)

number of part time students each year (only include NEW students not students who are moving from an existing program)

typical credit hours per year for part time students (9 credit hours for graduate programs)

For years 2, 3, and 4 record similar data.

First –year represents new students

Second, third, fourth-year represents continuing students

In most graduate programs full time students would complete the program in 2 years.

Assume no attrition from the program

Year 1 Budget worksheet.

Assumption 1: Enrollment is automatically calculated from SCH worksheet.

Assumption 2: Student support: Include TA/RA or other support

SPA Salary: List position title, not personnel names

EPA Salaries: List position title, not personnel names

Fringes: Rates based on SPARCS Contracts & Grants. <http://www.ncsu.edu/sparcs/budgeting/fringe.php>

2-5XX Operating: Add rows as need describing costs to operate the program. This may include items such as: special

GSSP: Rates based on Cashier's office. <http://www.fis.ncsu.edu/cashier/tuition/gradtuition.asp>

· GSSP provides funding for health insurance and tuition for eligible students (depends on funding source and appointment type). See: <http://www.ncsu.edu/grad/support-plan/index.php>

Source of Funds: years 1, 2, and 3 are initial development of program and year 4 should represent steady state cost

Reallocation from College: indicate expenses to be covered by college

Enrollment Increase: purpose 101 formula funding. Percentage allocated to program to be negotiated.

Contracts & Grants: indicate the source(s) of funds

Other: Other possible sources of funds include DE (distance education), CITI (campus initiated tuition increase) and GSSP.

Add columns to the spreadsheet as needed.

Years 2, 3, and 4 worksheets

Assume no inflation.

Summary worksheet

This worksheet is automatically generated from the previous worksheets. (If you have modified the previous worksheets then this worksheet may also need modifying)

UNC-GA Summary Worksheet

This worksheet is automatically generated. (If you have modified the previous worksheets then this worksheet may also need Tuition receipts are based on an average \$/SCH for full time and part time NC resident students. This can be modified with either an estimate of all out of state tuition or a weighted value based a proportion of in-state to out-of-state.

Estimated Total Appropriation is the difference between the Estimated Total Requirements and the Tuition Receipts.

Campus Initiated Tuition is not calculated. This would need to be added for approved program.

Conferral of Academic Tenure:

The information regarding conferral of academic tenure is included in the Closed Session Materials - Tab 7.4A.

REQUESTED ACTION ITEMS

PROPOSED REVISION TO: POL 04.25.05 -- Equal Opportunity, Non-Discrimination, and Affirmative Action Policy

Rationale: POL 04.25.05 is being revised to align with new regulations relating to Title IX.

Consultation Process (provide date of review):

6/5/2020 VP for Institutional Equity and Diversity authorizes transmittal of PRR for review

6/5/2020 General Counsel review

6/5/2020 Executive Officer with delegated authority approves the PRR

6/9/2020 Cabinet review and approval

7/15/2020 Board of Trustees (approval/notification), if applicable (*PRR Administrator will complete*)

8/13/2020 University Council (notification), if applicable (*PRR Administrator will complete*)



Policies, Regulations and Rules

Authority	Board of Trustees
Title	Equal Opportunity, Non-Discrimination and Affirmative Action Policy
Classification	POL04.25.05 POL 04.25.05
PRR Subject	Non-Discrimination
Contact Info	Vice Provost for Equal Opportunity and Institutional Equity <u>and Diversity</u> (919) 515-4559

History: First Issued: August 30, 1999. Last Revised: July ~~19, 2018~~ , 2020.

Related Policies:

NCSU POL05.25.01 – Faculty Grievance and Non-Reappointment Review Policy

NCSU POL05.25.03 — Review and Appeal Processes for EHRA Non-Faculty Employees

NCSU POL11.35.01 – Code of Student Conduct

NCSU REG11.35.02 — Student Discipline Procedures

NCSU ~~REG11.40.02 — Grievance Procedure for Graduate Students~~ ~~NCSU REG11.40.01 — Grievance Procedure for Undergraduate Students~~ ~~NCSU REG04.25.06 — Discrimination~~

and Harassment Prevention and Response Training
REG 11.35.04 – Written Student Complaints

NCSU REG04.25.02 – Discrimination, Harassment and Retaliation Complaint Procedure

UNC System SHRA Employee Grievance Policy

NCSU REG02.20.01 – Academic Accommodations for Students with Disabilities

NCSU REG05.00.02 – Reasonable Accommodations in Employment

NCSU REG05.25.06 – EHRA Non-Faculty Employee Reviews and Appeals

NCSU REG04.25.06 – Equal Opportunity, Title IX and Non-Discrimination Training for Employees

Additional References:

Title IX Website
Chancellor's Memo – Title IX and Non-Discrimination
Chancellor's Memo – Equal Opportunity and Non-Discrimination
Complaint Form for Discrimination, Harassment, and Retaliation

1. INTRODUCTION

~~1.1 NC State is a diverse community that holds a deep commitment to welcoming and supporting all people. All NC State community members are responsible for ethical conduct and for helping build our stature as an inclusive, ethical, and respectful institution.~~

North Carolina State University (NC State) is a diverse community committed to being welcoming, inclusive and supportive for all people. Educational and employment decisions must be based on factors germane to academic- or work-related abilities or performance and must be in alignment with NC State's values.

In support of this commitment, NC State strives to provide a learning and working environment free from unlawful discrimination and harassment and to provide an equitable and supportive process for reporting and resolving such allegations free from retaliation. In addition, NC State maintains an affirmative action program designed to create and maintain diversity in its educational programs and activities, its workforce, and in its contracts with outside entities.

~~1.3 NC State recognizes and rewards individuals on the basis of relevant factors such as ability, merit and performance. Educational and employment decisions are to be based on factors that are germane to academic abilities or job performance.~~

~~1.2 NC State hereby affirms these values along with a commitment to creating inclusive working and educational environments free from all forms~~ This policy defines prohibited conduct and outlines general provisions the university will follow with respect to handling allegations of Discrimination, Harassment, and Retaliation. Specific procedures relating to ~~1.4 Discrimination, Harassment, and Retaliation are not only unlawful, they are incompatible with the principles of NC State.~~ complaint processes are contained in companion regulations.

2. POLICY STATEMENT¹

NC State provides equal opportunity and affirmative action efforts, and prohibits Discrimination; ~~Harassment and Retaliation 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, and Harassment based upon the following, which is considered by NC State to be a "Protected Status") or participation in a Protected Activity.;~~

- race
- color
- religion (including belief and non-belief)
- sex, including but not limited to
 - pregnancy, childbirth, or related medical condition,
 - parenting; and
 - sexual harassment;
- sexual orientation;
- actual or perceived gender identity;
- age;
- national origin;
- disability;
- veteran status; or
- genetic information.

NC State also prohibits Retaliation based upon a person's engagement in a Protected Activity.

3. SCOPE COVERAGE

3.1 This policy applies to all NC State applicants, employees, students, and other ~~individuals~~ persons who participate in University ~~or University-sponsored~~ programs or activities, and/or who are conducting University business, whether on or off-campus.

3.2 The Board of Trustees through the Chancellor has designated NC State's Office for Institutional Equity and Diversity ("OIED") as the office to ~~determine whether NC State has an obligation to~~ address allegations of discrimination, harassment ~~(including sexual harassment), or retaliation that are not part of a university or university-sponsored program or activity. The OIED will consider the seriousness of the allegations, the risk of harm involved, whether those involved~~

¹ This policy is established in accordance with 41 CFR Part 60 and is implemented in accordance with applicable laws and their amendments, including but not limited to, Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Executive Order 11246, the Age Discrimination in Employment Act of 1975, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Civil Rights Restoration Act of 1988, North Carolina General Statutes Chapters 116 and 126.

~~are members of the University community, whether there is a nexus with the University, and other factors relevant to the impact of the allegations on the University community, or retaliation.~~

3.3 Title IX of the Education Amendments of 1972 ("Title IX") prohibits sexual harassment, which is a form of sex discrimination.

Title IX regulations require institutions of higher education to implement a Title IX Policy to address sexual harassment as specifically defined by the U.S. Department of Education. Accordingly, reports that an individual may have engaged in sexual harassment as defined by Title IX regulations may be subject to review in accordance with the Title IX Sexual Harassment Policy (NCSU POL 04.25.##). Notably, reported misconduct that does not constitute sexual harassment as specifically defined by the Title IX Sexual Harassment Policy may still be prohibited and does not preclude the University from evaluating the reported misconduct under the other provisions of this policy.

4. DEFINITIONS

For purposes of this policy, the following definitions apply:

4.1 **Discrimination** is unfavorable treatment of a person because of a person's Protected Status which denies, limits, ~~or~~ adversely impacts a term or condition of a person's employment, education, or participation in University programs or activities. Discrimination includes the denial of a request for a reasonable accommodation based upon disability or religion.

4.2 **Harassment** is ~~any~~ unwelcome conduct ~~directed toward a person~~ based on ~~the~~ a person's Protected Status that: creates a situation where:

1) enduring the offensive conduct becomes a condition of employment or of participation in a University program or activity; or

~~(A) denies, limits or adversely impacts a term or condition of a person's employment, education, or participation in University programs or activities; and~~

2) (B) either: (i) the submission to or rejection of such conduct is used as the basis for decisions affecting an individual's employment, education, or participation in University programs or activities; or (ii) the conduct is sufficiently severe, ~~persistent,~~ or pervasive to create an environment that a reasonable person would consider intimidating, ~~threatening~~ hostile, or abusive.

All relevant circumstances are examined as part of this determination, including but not limited to, whether the conduct is verbal, physical, or electronic; the frequency of the conduct; the severity of the conduct; the Protected Status and relationship of the individuals involved; whether the conduct was physically or psychologically threatening or humiliating; whether the conduct unreasonably interfered with work performance (for employees) or academic performance (for students). When sufficiently severe, a single instance of unwelcome conduct may constitute Harassment under this policy.

Sexual Harassment is defined in section 4.6 below.

4.3 **Protected Activity** includes filing a complaint that alleges a violation of this policy, participating as a witness or party in an investigation, proceeding, or hearing involving an alleged violation of this policy; or requesting a reasonable accommodation based on disability or religion.

4.4 **Protected Status** is defined in Section 2 of this policy.

4.5 **Retaliation** is any adverse action (including but not limited to intimidation, threats, or coercion relating to an adverse action) against a person because that person engaged in a Protected Activity.

4.6 **Sexual Harassment** is a form of Harassment ~~(as defined in Section 4.2 above)~~ which is based on a person's sex or is of a sexual nature. Sexual Harassment can include unwelcome sexual advances, requests for sexual favors, sexual exploitation, and other verbal, non-verbal or physical harassment of a sexual nature. Allegations of sexual harassment as defined under Title IX may be addressed by the Title IX Sexual Harassment Policy (NCSU POL 04.25.##). ~~also includes sexual assault, stalking, and interpersonal/dating violence~~

5. COMPLAINTS

~~5.1 NC State will promptly, thoroughly, and impartially respond to all complaints of Discrimination, Harassment, and Retaliation.~~

~~5.2 Any individual with a complaint of Discrimination, Harassment~~Any person may report an allegation of Discrimination, Harassment (including Sexual Harassment), or Retaliation as defined in this policy. The reporter should follow the procedure described in NCSU REG 04.25.02 (Discrimination, Harassment and Retaliation Complaint ~~Procedure~~Procedures) to file a report or formal complaint.

6. RESPONSE TO ALLEGATIONS OF DISCRIMINATION, HARASSMENT AND RETALIATION

~~6. POLICY VIOLATIONS and CORRECTIVE MEASURES~~

~~6.1 Discrimination, Harassment, and Retaliation, as defined above, are violations of this policy and will not be tolerated by NC State.~~

6.1 In response to a report or complaint filed pursuant to this policy, NC State will respond and provide a fair procedure with due process protections for complainants and respondents.

6.2 Appropriate corrective measures will be instituted for violations of this policy. Such corrective measures will be designed to stop the Discrimination, Harassment, and/or Retaliation and to prevent future violations. Corrective measures may involve disciplinary action up to and including expulsion (for students) or discharge (for employees).

6.3 Disciplinary action for a violation of this policy will be the responsibility of the Office of Student Conduct (for students) and appropriate administrator (i.e. vice chancellor, dean, director, supervisor, etc.) (for employees), in accordance with applicable disciplinary procedures for students or employees.

7. AFFIRMATIVE ACTION

7.1 NC State maintains an affirmative action program in accordance with federal and state law and regulations. Development of the University's affirmative action and equal employment opportunity plan (the "AA/EEO Plan") at NC State, is assigned to the Vice Provost for Institutional Equity and Diversity, who serves as the university's Affirmative Action Officer.

7.2 The head of each administrative or academic unit, and subunits as identified by the Affirmative Action Officer, shall be responsible for working with the Affirmative Action Officer to implement the requirements of the AA/EEO Plan.

7.3 All University publications, job advertisements, prime federal contracts and subcontracts, purchase orders, and publicity for University events must state that NC State is an AA/EEO employer. Approved taglines and clauses for these purposes are located on the OIED webpage.

7.4 As part of NC State's affirmative action efforts regarding persons with a disability and protected veterans, individuals who qualify and wish to benefit from the Affirmative Action Plan are invited and encouraged to self-identify their status. This information is provided voluntarily and unless required by law to be disclosed, the information obtained will be kept confidential.

Authority
Board of Trustees
Title
Title IX Sexual Harassment Policy
Classification
POL 04.25.##
PRR Subject
Non-Discrimination
Contact Info
Vice Provost for Institutional Equity and Diversity (919) 515-4559

History: First Issued: July ##, 2020 with an Effective Date of August __, 2020.

Related Policies:

NCSU POL11.35.01 – Code of Student Conduct

NCSU REG11.35.02 — Student Discipline Procedures

NCSU POL 04.25.05 -- Equal Opportunity, Non-Discrimination and Affirmative Action Policy

NCSU REG 04.25.02 – Discrimination, Harassment and Retaliation Complaint Procedure

UNC System SHRA Employee Grievance Policy

NCSU REG04.25.06 – Equal Opportunity, Title IX and Non-Discrimination Training for Employees

Additional References:

1. INTRODUCTION

North Carolina State University (NC State) is committed to providing a learning and working environment free from discrimination, harassment and retaliation and one that is safe and inclusive for all members of the campus community. Title IX of the Education Amendments of 1972 (“Title IX”) prohibits sex discrimination in university programs and activities, including but not limited to student recruitment, admissions, financial aid, program offerings, athletics, and all aspects of employment. The federal regulations related to Title IX (34 U.S.C. § 106 *et seq.*) address sexual harassment as a form of sex discrimination in education programs or activities and require universities to comply with specific rules regarding the handling of allegations of sexual harassment as defined by federal regulations related to Title IX.

This policy defines prohibited conduct under Title IX and outlines general provisions the university will follow with respect to handling allegations of sexual harassment in order to comply with Title IX. Specific procedures relating to Title IX complaint processes are contained in companion regulations available at [\[INSERT LINK\]](#).

2. COVERAGE

This policy and its companion regulation address NC State's obligations for responding to complaints of Title IX Sexual Harassment and Retaliation pursuant to Department of Education regulations implementing requirements to prohibit Title IX Sexual Harassment.

Title IX applies to persons in the United States in an institution's education programs or activities (including employment). This Title IX Sexual Harassment Policy applies when (1) NC State has Actual Knowledge of Sexual Harassment; (2) the Sexual Harassment occurred within NC State's Education Programs or Activities; and (3) the Sexual Harassment is against a person in the United States.

Allegations of misconduct that do not meet the definition of Title IX Sexual Harassment or Retaliation under this policy may be subject to other university policies including but not limited to the Code of Student Conduct (NCSU POL 11.35.01 or the Equal Opportunity, Non-Discrimination and Affirmative Action Policy (NCSU POL 04.25.05). Members of the NC State community having questions about whether alleged misconduct falls under this or other policies, should contact the Equal Opportunity and Equity Unit of the OIED.

3. DEFINITIONS

For purposes of this policy, the following definitions shall apply:

- (a) "Actual Knowledge" means notice of allegations of Title IX Sexual Harassment, or Retaliation to NC State's Title IX Coordinator or one of NC State's Title IX Designated Officials.
- (b) "Complainant" means a person to whom the alleged Title IX Sexual Harassment was directed. At the time of filing a Formal Complaint, a Complainant must be participating in, or attempting to participate in, an NC State Education Program or Activity.
- (c) "Education Program or Activity" includes locations, events, or circumstances over which NC State exercises substantial control over both the Respondent and the context in which the Title IX Sexual Harassment occurs (including employment), and also includes any building owned or controlled by a student organization that is officially recognized by NC State.
- (d) "Formal Complaint" means a document filed by a Complainant or signed by the Title IX Coordinator alleging Title IX Sexual Harassment against a Respondent and requesting that the university investigate the allegation of Title IX Sexual Harassment.
- (e) "NC State's Title IX Designated Officials" are personnel authorized by NC State to receive notice of Title IX Sexual Harassment and Retaliation and to institute corrective measures.
- (f) "Report" is a disclosure of information by any person to the Title IX Coordinator or an NC State Title IX Designated Official that includes allegations that may be covered by this policy.

- (g) “Respondent” means a person who has been reported to have engaged in conduct that could constitute Title IX Sexual Harassment.
- (h) “Retaliation” is intimidating, threatening, coercing, or discriminating against any person for the purpose of interfering with any right or privilege secured by Title IX or this policy because the person made a report or complaint, testified, assisted, or participated in any manner in an investigation, proceeding or hearing under this policy or the companion regulations.
- (i) “Title IX Sexual Harassment” for purposes of Title IX and this policy means conduct on the basis of sex that satisfies one or more of the following:
1. A university employee conditioning the provision of an aid, benefit, or service on another employee’s or student’s participation in unwelcome sexual conduct (“quid pro quo” harassment by an employee);
 2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to an Education Program or Activity at NC State; or
 3. Sexual assault as defined in the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (“Clery Act,” specifically 20 U.S.C. 1092(f)(6)(A)(v)), dating violence as defined in Violence Against Women Act (“VAWA,” specifically 34 U.S.C. 12291(a)(10)), domestic violence as defined in VAWA (34 U.S.C. 12291(a)(8)), stalking as defined in VAWA (34 U.S.C. 12291(a)(30)) (for ease of reference the definitions as they appear in those laws are provided below), or other sexual misconduct defined below.
 - (A) Sexual assault means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation including:
 - (i) Rape, defined as the carnal knowledge of a person, without the consent of the person, including instances where the person is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity;
 - (ii) Sodomy is oral or anal sexual intercourse with another person, without the consent of the person, including instances where the person is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity;
 - (iii) Sexual Assault With An Object, defined as the use of an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the person, including instances where the person is incapable of

giving consent because of his/her youth or because of age or because of temporary or permanent mental or physical incapacity;

- (iv) Fondling, defined as the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the person, including instances where the victim is incapable of giving consent because of his/her youth or because of of age or because of temporary or permanent mental or physical incapacity;
- (v) Incest, defined as nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law;
- (vi) Statutory Rape, defined as nonforcible sexual intercourse with a person who is under the statutory age of consent.

(B) Dating violence means violence committed by a person--

- (i) who is or has been in a social relationship of a romantic or intimate nature with the victim; and
- (ii) where the existence of such a relationship shall be determined based on the consideration of the following factors:
 - a) The length of the relationship;
 - b) The type of relationship;
 - c) The frequency of interaction between the persons involved in the relationship;

(C) Domestic violence includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitation with the victim as a spouse or intimate partner, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family laws of the jurisdiction;

(D) Stalking means engaging in a course of conduct directed at a specific person that would cause a reasonable person to-

- (i) fear for their own safety or the safety of others; or
- (ii) suffer substantial emotional distress.

(j) "Supportive Measures" means non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the

Complainant or the Respondent before or after the filing of a Formal Complaint or where no Formal Complaint has been filed. Such measures are designed to restore or preserve equal access to the Education Program or Activity without unreasonably burdening the other party and include measures designed to protect the safety of all parties or the educational environment or to deter Sexual Harassment. Supportive Measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The university shall maintain as confidential any Supportive Measures provided to the Complainant or Respondent, to the extent that maintaining such confidentiality would not impair the ability of NC State to provide the Supportive Measures. The Title IX Coordinator is responsible for coordinating the effective implementation of Supportive Measures.

3. PROHIBITED CONDUCT

NC State prohibits all forms of Sexual Harassment and will promptly and equitably address allegations of Title IX Sexual Harassment when the harassment occurs in the university's Education Programs or Activities in the United States.

NC State also prohibits Retaliation under this policy.

4. REPORTING TITLE IX SEXUAL HARASSMENT AND FILING A FORMAL COMPLAINT

Any person may report Title IX Sexual Harassment (whether or not the person reporting is the person impacted by the alleged conduct), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving the person's verbal or written report. Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address, listed for the Title IX Coordinator.

Complainants may also file Formal Complaints with the Title IX Coordinator at any time. The procedure to be followed for filing Reports and Formal Complaints is contained in [NCSU REG ##.##.##].

5. RESPONSE TO ALLEGATIONS OF TITLE IX SEXUAL HARASSMENT

5.1 Upon receiving a Report containing allegations of Title IX Sexual Harassment, the Title IX Coordinator will:

- (a) promptly contact the Complainant to discuss the availability of supportive measures, consider the Complainant's wishes with respect to supportive measures, and explain the Title IX complaint resolution process, including the option for filing a Formal Complaint; and

(b) treat Complainants and Respondents equitably with respect to supportive measures.

5.2 If a Formal Complaint is filed, NC State will provide for a fair and equitable complaint resolution process designed to provide equal access to NC State's Education Programs and Activities.

5.3 Supportive measures will be made available to affected persons with or without the filing of a Formal Complaint.

6. RELATIONSHIP TO OTHER LAWS AND POLICIES

6.1 Nothing in this policy is intended to (1) restrict any rights that would otherwise be protected from government action by the First Amendment of the United States Constitution; or (2) deprive a person of any rights that would otherwise be protected from government action under the Due Process Clauses of the Fifth and Fourteenth Amendments of the United States Constitution; or restrict any other rights guaranteed against government action by the United States Constitution.

6.2 Reports of discrimination or harassment on the basis of sex or of a sexual nature that do not meet the definition of Title IX Sexual Harassment in this policy may be prohibited by other policies, including but not limited to, the Equal Opportunity, Non-Discrimination and Affirmative Action Policy (NCSU POL 04.25.05).

6.3 Nothing in this policy may be read in derogation of any person's rights under Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e *et seq* or any regulations promulgated thereunder.

PROPOSED REVISION TO: POL 11.35.01 – Code of Student Conduct

Rationale: Code of Student Conduct is being updated to align with new Title IX requirements issued recently by the US Department of Education’s Office of Civil Rights and as part of a 3-year review cycle.

Consultation Process (provide date of review):

6/5/2020 Interim Dean, Division of Academic and Student Affairs authorizes transmittal of PRR for review

6/5/2020 General Counsel review

6/5/2020 Executive Officer with delegated authority approves the PRR

6/9/2020 Cabinet meeting review and approval

8/13/2020 University Council (notification), if applicable (*PRR Administrator will complete*)

7/15/2020 Board of Trustees (approval/notification), if applicable (*PRR Administrator will complete*)

NC STATE UNIVERSITY

Policies, Regulations and Rules

Authority Board of Trustees
Title Code of Student Conduct
Classification POL11.35.01
PRR Subject Student Discipline
Contact Info Director, Office of Student Conduct (919-515-2963)

History: First Issued: February 17, 1990. Last Revised: July ~~17, 2017~~, 2020.

Related Policies:

UNC Policy Manual 500.2 – Patent and Copyright Policies

UNC Policy Manual 700.4.1 - Minimum Substantive and Procedural Standards for Student Disciplinary Proceedings

UNC Policy Manual 700.4.2 - Policy on Student Conduct

UNC Policy Manual 700.4.3[G] - Guidelines on Student Disciplinary Proceedings: Meaning and Effect of “Expulsion”

UNC Policy Manual 1300.1 – Illegal Drugs

NCSU POL04.20.05 - Illegal Drugs

NCSU POL04.25.05 - Equal Opportunity and-, Non-Discrimination and Affirmative Action

Policy

Statement NCSU REG01.25.02 – Copyright Infringement – Policy Statement

NCSU REG01.25.03 - Copyright Regulation - Copyright Implementation Pursuant to Copyright Use and Ownership Policy of the University of North Carolina

NCSU REG04.05.02 - Campus/Workplace Violence Prevention and Management

NCSU REG08.00.02 – Computer Use Regulation

NCSU REG11.35.02 - Student Discipline Procedures

NCSU REG11.35.03 - Graduate Student Discipline Procedures

NCSU REG11.55.06 - Recognized Student Organizations within the Division of Academic and Student Affairs (DASA): Regulation for Undergraduate Student Leadership

NCSU REG11.55.07 – Registered Student Organizations: Regulation for Undergraduate Student Leadership, Membership, and Registration

Additional References:

NC Gen. Stat. § 14-269.2

NC Gen. Stat. § 143-166.1

NC Gen. Stat. § 90-86 through § 90-113.8

1. INTRODUCTION

All students at North Carolina State University (NC State) are responsible for conducting themselves in a manner that helps enhance an environment of learning in which the rights, dignity, worth, and freedom of each member of the academic community are respected. Violations of campus or University policies, rules or regulations, or federal, state, or local law may result in a violation of the Code of Student Conduct and imposition of sanctions.

This Code of Student Conduct (Code) establishes the expectations for student conduct in the university community. The Code, therefore, proscribes the types of behavior that adversely affects the university community, and the resulting actions that may be taken to both educate students about behavioral expectations and to protect NC State's community. This Code and its accompanying regulation, NCSU REG 11.35.02 ([Student Discipline Procedures](#)) (~~Procedures~~) describe the process to be followed when a student has been charged with a violation of the Code.

NC State embraces and strives to uphold the freedoms of expression and speech guaranteed by the First Amendment of the U.S. Constitution and the North Carolina Constitution. The university has the right under certain circumstances to regulate the time, place, and manner of exercising these and other constitutionally protected rights.

2. DEFINITIONS

The terms defined in the ~~Student Discipline~~ Procedures (~~Procedures~~) shall have the same meaning when used in the Code and are incorporated ~~here~~-by reference.

3. AUTHORITY FOR STUDENT DISCIPLINE

The Chancellor has the authority to establish procedures and impose disciplinary action on a student or Student Group/Organization. The Chancellor may delegate such authority to University administrators or other officials.

4. DEFINITION OF MISCONDUCT

The definition of misconduct at NC State is set forth in this Code in order to give students general notice of prohibited conduct and is not designed to define misconduct in exhaustive terms.

5. SCOPE

5.1 Locations Covered

~~The~~ Unless otherwise prohibited by law, the Code applies to conduct that occurs on University Premises, at University-sponsored-in University programs and activities, and to off-campus conduct (whether in NC, another state or a foreign country) that adversely affects the university community, its mission, programs, the pursuit of its objectives, or poses a serious risk of danger to, or disruption or interference with, a member of the university community. The Vice Chancellor and Dean of Academic and Student Affairs shall determine whether the Code applies to off-campus conduct.

5.2 Persons Covered

The Code applies to all students as defined in the Procedures. The university may initiate a disciplinary action against a student alleged to have violated the Code or other applicable University policies, regulations or rules, or federal, state or local law regardless of the actions taken by civil or criminal authorities or private litigants. ~~This code~~ Unless otherwise prohibited by law, this Code also applies to students outside a specific term, such as summer, and may cover those not currently enrolled but still eligible to seek a degree.

5.3 Violations of Law and Disciplinary Action

Students may be accountable to the university and/or to criminal or civil authorities for acts that constitute violations of law and of this Code. The university has the right to proceed with its disciplinary procedures regardless of whether a criminal investigation/charges are pending, ~~and regardless of whether criminal charges involving the same incident have been dismissed, resolved, or reduced. However, a student who faces criminal charges or is the subject of a criminal investigation~~ may choose to accept interim sanctions, which may include suspension and/or removal from University housing facilities, while the criminal proceeding is pending. The interim sanctions will be imposed may temporarily defer Student Conduct proceedings while the criminal matter is pending. In such a circumstance, the student may be subject to certain interim actions intended to protect the campus community during the pendency of criminal proceedings. The interim actions will be determined by the Director without a hearing or ~~a ruling on the charges under the Code, in order to meet the needs of the campus community, but while protecting the Respondent from creating a record that may be used against him or her in criminal court. Once the criminal matter has been adjudicated against a student (including prayer for judgment), the~~

university's disciplinary process may proceed and could include an interim suspension and/or removal from University housing facilities.

5.4 Student Groups or Organizations

5.4.1 A Student Group/Organization and its officers may be held collectively or individually responsible for violations of the Code. Student groups/organizations may be charged with violations of the Code without regard to whether members of such groups/organizations are individually charged with violations arising from the same incident.

5.4.2 A position of leadership in a Student Group/Organization comes with an expectation of responsibility. Student officers or leaders cannot knowingly permit, condone or acquiesce in any violation of the Code by the group/organization.

5.4.3 The officers or leaders or any identifiable representative for a Student Group/Organization may be required by the Director to take appropriate action designed to address the violation of the Code or to prevent its recurrence by the Student ~~Group/organization~~ Group/Organization. Failure to comply with the Director's directive shall be considered a violation of the Code, both by the officers, leaders, or representative for the Student ~~Group/organization~~ Group/Organization and by the Student Group/Organization itself.

5.4.4 The procedures outlining the process for responding to alleged violations by Student Groups/Organizations can be found in NCSU REG11.35.02 – Student Discipline Procedures.

5.5 Additional Standards

Students in certain categories may also be subject to other University behavioral standards. For example, students who are enrolled in the Graduate School, the College of Veterinary Medicine, student athletes, ROTC, or students who live in university housing may be subject to additional standards of behavior.

5.6 Howl for Help: Health and Safety Intervention

The university encourages students to engage in responsible bystander behaviors. In cases of intoxication, overdose, and/or alcohol poisoning, the university's primary concern is the health and safety of those involved. No student seeking medical treatment for an alcohol or other drug overdose will be charged with specific violations of the Code related to the possession and/or consumption of alcoholic beverages or drugs. ~~For more information on this program, please visit:~~ <https://alcohol.dasa.ncsu.edu/howl/> The procedures outlining the Howl for Help: Health and Safety Intervention process can be found in NCSU REG11.35.02 – Student Discipline Procedures.

6. STANDARDS OF CLASSROOM BEHAVIOR

The primary responsibility for managing the classroom environment, whether in-person or online, rests with the faculty. Students who engage in any unlawful acts or behaviors which result in disruption of a class, may be directed by the faculty member or University Police to leave the class

for the remainder of the class period. If a disruptive student refuses to leave when the faculty member tells ~~him or her~~ them to do so, the faculty member should ~~leave the classroom and~~ call University Police to remove the student. This provision regarding classroom behavior is not to be used to punish students with differing academic interpretations of course content or viewpoint, but to address behavior that is disruptive within the educational environment, including impact to other students.

7. REPORTS OF MISCONDUCT

7.1 Any person may report alleged misconduct by a student or a Student Group/Organization to the Office of Student Conduct. Misconduct should be reported in as timely a manner as possible. Failure to report misconduct in a timely manner can affect the ability to gather the information needed to assess whether the conduct would constitute a violation of the Code and to support the filing of a charge pursuant to the Code. In some cases, a delay in reporting may result in no charges being filed against the student or Student Group/Organization.

7.2 Misconduct by a student or a Student Group/Organization occurring within university housing facilities should be reported to University Housing.

7.3 ~~Persons~~ Unless otherwise prohibited by law, persons wishing to withdraw a report of misconduct against a student or Student Group/Organization must do so in writing. The university specifically reserves the right to pursue charges against a student or Student Group/Organization for violations of the Code that threaten the safety or well-being of the campus community, constitute violent behavior as defined in [NCSU REG04.05.02 – Campus/Workplace Violence Prevention and Management](#), or any other behavior that adversely affects the university or its educational programs or mission.

8. ACADEMIC MISCONDUCT

All members of the University community, students, faculty and other employees, have the responsibility to report Academic Misconduct to the appropriate authority.

Faculty members must undertake a threshold responsibility for such traditional safeguards as examination security and proctoring and should clearly communicate their academic expectations in the course syllabus. The use of the Pack Pledge, “I have neither given nor received unauthorized aid on this test or assignment,” on all syllabi, assignments, examinations, or other academic evaluations is encouraged. Similarly, faculty members should familiarize themselves with the procedures for addressing Academic Misconduct. The procedures for reporting Academic Misconduct can be found in [NCSU REG11.35.02 – Student Discipline Procedures](#).

Definitions regarding Academic Misconduct are set forth in writing in order to give students general notice of prohibited conduct. They should be read broadly and are not designed to define Academic Misconduct in exhaustive terms. Attempts to commit acts prohibited by the Code may also be addressed through the conduct process. If a student is in doubt regarding any matter relating to the standards of academic integrity in a given course or on a given assignment, that student must consult with the faculty member responsible for the course before presenting the work.

8.1 Aiding and Abetting

Aiding and abetting others to cheat or plagiarize is as detrimental to the scholarly community as engaging in the acts themselves. Aiding and abetting others to cheat or plagiarize includes, but is not limited to, the following:

- (a) Giving unauthorized assistance to another or others during a test or evaluation;
- (b) Posing as another student in order to meet a course or graduation requirement;
- (c) Providing specific information about a recently given test, examination, or assignment to a student who thereby gains an unfair advantage in an academic evaluation;
- (d) Providing aid to another person, knowing such aid is expressly prohibited by the faculty member, in the research, preparation, creation, writing, performing, or publication of work to be submitted for academic evaluation;
- (e) Permitting one's academic work to be represented as the work of another; or
- (f) Sharing or distributing academic materials, including class notes, in violation of the [UNC Policy Manual 500.2 – Patent and Copyright Policies](#) or [NCSU REG01.25.02 – Copyright Infringement – Policy Statement](#).

8.2 Cheating

Cheating is the giving, taking, or presenting of information or material by a student that unethically or fraudulently aids oneself or another person on any work which is to be considered in the determination of a grade or the completion of academic requirements or the enhancement of that student's record or Academic Career. Cheating includes, but is not limited, to the following actions:

- (a) Copying from someone else's assignment, examination, or other academic exercise;
- (b) Possessing, buying, selling, removing, receiving, or using, at any time or in any manner not prescribed by the faculty member, any information related to an instrument of academic evaluation;
- (c) Using materials, equipment, or assistance in connection with an assignment, examination, or other academic exercise which have not been authorized by the faculty member, including but not limited to, notes, calculator, or other technology;
- (d) Obtaining or attempting to obtain, in a dishonest manner, any material relating to a student's academic work;
- (e) Working with another or others in completing an assignment, examination, or other academic exercise when the faculty member has required independent and unaided action;

- (f) Attempting to influence or change an academic evaluation, grade, or record by unfair means;
- (g) Permitting another individual to substitute for one's self in an academic evaluation;
- (h) Marking or submitting an examination or evaluation material in a manner designed to deceive the grading system;
- (i) Failing to comply with a specific condition of academic integrity which has been clearly announced in a particular course;
- (j) Submitting, without prior permission of the faculty member, any work by a student which has at any time been submitted in identical or similar form by that student in fulfillment of any other academic requirement at any institution;
- (k) Submitting of material in whole or part for academic evaluation that has been prepared by another individual(s);
- (l) Submitting data which have been altered or contrived in such a way as to be deliberately misleading; or
- (m) Providing false information to the University in any manner to achieve an unfair advantage, enhance one's record, or complete a requirement.

8.3 Destruction or Removal of Academic Materials

The destruction or removal of academic materials denies access to, and prevents the ability to develop the full potential of, scholarly resources. Prohibited acts under this section include, but are not limited to, the following:

- (a) Removing or attempting to remove, destroy, steal, or make inaccessible library or other academic material without authorization; or
- (b) Willfully damaging the academic work or efforts of another.

8.4 Plagiarism

Plagiarism is the use or close imitation of the language and thoughts of another and the representation of the other's work as their own. The act of submitting work for evaluation or to meet a requirement is regarded as assurance that the work is the result of the student's own thought and study, produced without assistance, and stated in that student's own words, except as quotation marks, references, or footnotes acknowledge the use of other sources. Any ideas or materials taken from another source for either written or oral use must be fully and correctly acknowledged. Submission of work used previously must first be approved by the faculty member. Plagiarism includes, but is not limited, to the following actions:

- (a) Representing the work of others as ~~his or her~~ their own; or

- (b) Submitting written materials without proper attribution or acknowledgment of the source.

9. SANCTIONS FOR ACADEMIC MISCONDUCT

Sanctions for Academic Misconduct result in the creation of a disciplinary file for individuals or groups. Sanctions are imposed to:

- (a) Define a student or organization's status at the university following a finding of responsible for a violation;
- (b) Serve as a clear statement about University standards and expectations;
- (c) Educate students on the effects of their behavior; and
- (d) Attempt to affect a change in that behavior in the future.

Academic misconduct that involves advance planning, collaboration, falsification of papers, forms or documents, actual or potential harm to other students, or other aggravating circumstances may result in suspension or expulsion from the university. In addition, a student may be suspended (or expelled) if further Academic Misconduct is committed while ~~he or she is~~ they are on academic integrity probation. Factors or circumstances affecting sanctions shall be considered on a case by case basis.

9.1 Academic Integrity Probation

A student found responsible for Academic Misconduct may be placed on academic integrity probation for the remainder of the student's Academic Career. In addition, one or more of the sanctions listed below may be imposed.

9.2 Reduction in Grade

A reduction in grade on the assignment, examination, or academic exercise on which the violation occurred.

9.3 No Credit

No credit on the assignment, examination, or academic exercise on which the violation occurred, and/or no credit for the course.

9.4 Educational Exercises

Participation in an educational exercise regarding academic integrity.

9.5 Suspension

Suspension is a separation from the university for a specified period of time, after which the student may be eligible to return. While suspended, the student shall not participate in any University-~~Sponsored- Program or~~ Activity and will be trespassed from University ~~property~~Premises. Exceptions to this trespass may be granted by the Director of the Office of Student Conduct based on the written petition of the student and for good cause. In cases where the student will complete graduation ~~requirement~~requirements during the current semester, suspension ~~is to~~may take effect immediately, ~~or at the Hearing Officer's determination~~. In addition, graduating students may have a disciplinary notation placed on their transcript or have their transcript withheld for the period of the suspension. In cases where a student will complete graduation requirements in either summer session I or II, the suspension period ~~will~~may include both summer sessions. Notations of the suspension will appear on the student's transcript. Suspension notations on transcripts may be removed at a later date upon student petition to the Vice Chancellor and Dean of Academic and Student Affairs. However, a disciplinary file indicating suspension will be maintained by the Office of Student Conduct on a permanent basis. The student's name will be included in the UNC system database for suspended/expelled students.

9.6 Expulsion

Expulsion may be imposed in the most severe cases of Academic Misconduct. Expulsion is a recommendation that must be approved by the Vice Chancellor and Dean of Academic and Student Affairs and is the permanent separation of the student from the university, unless at a later date the Chancellor concludes on the basis of the former student's petition and any supportive documentation that ~~he or she~~they should be approved for reinstatement at NC State. When expelled, the student shall no longer participate in any University-~~Sponsored- Program or~~ Activity and will be trespassed from University Premises. A disciplinary file indicating expulsion will be maintained by the Office of Student Conduct on a permanent basis and will result in a permanent transcript notation. The student's name will be included in the UNC system database for suspended/expelled students. Expulsion precludes enrollment at any UNC constituent institution.

9.7 Additional Sanctions

Additional sanctions not listed above may be imposed. These include, but are not limited to, behavioral assessments, research and reflective writing assignments, as well as other non-academic sanctions listed in the Code. For graduate students, in addition to the sanctions imposed above, other sanctions may apply if the Dean of the Graduate School or the Dean of the College of Veterinary Medicine, as applicable, determines that the graduate student is subject to the policies and procedures established for the Graduate School or the College of Veterinary Medicine.

10. NON-ACADEMIC MISCONDUCT

Behavior that is subject to disciplinary action under the Code includes alleged violations of federal, state or local law that threaten the safety or well-being of the campus community, any act that constitutes violent behavior as defined in [NCSU REG04.05.02 – Campus/Workplace Violence Prevention and Management](#), and any other behavior that adversely affects the University or its educational programs or mission. Attempts to commit acts prohibited by the Code may also be

addressed through the conduct process. All members of the university community, students, faculty and other employees, have the responsibility to report non-Academic Misconduct.

Examples of behavior that will be subject to disciplinary action include:

10.1 Alcohol Violations

- (a) Possession and/or consumption of alcoholic beverages by a person under the age of 21;
- (b) Possession or consumption of any alcohol beverage inside any University Athletic facility except on such occasions as designated by the Chancellor;
- (c) Aiding and abetting the possession and/or consumption of alcoholic beverages by a person who is under the age of 21;
- (d) Consumption of any alcoholic beverages where it is not legally permissible to do so, regardless of age;
- (e) Any other violations of [NCSU POL 04.20.02 – Alcohol Policy](#); or
- (f) Conduct that could form the basis of any charge relating to a violation of North Carolina laws regarding the purchase, possession, manufacture, and consumption of alcoholic beverages or driving while under the influence.

10.2 Computer and Network Abuse

- (a) Theft or misuse of University Information Technology Resources (IT) or State Property, including violations of [NCSU REG08.00.02 – Computer Use Regulation](#);
- (b) Violation of [NCSU REG01.25.02 – Copyright Infringement – Policy Statement](#);
- (c) Unauthorized entry into or transfer of an electronic file;
- (d) Use of another person's computing identification and/or password without authorization or permission;
- (e) Use of University IT Resources to interfere with the work of another student, faculty member, or other NC State employee;
- (f) Use of University IT Resources to send obscene or harassing messages; or
- (g) Use of University IT Resources to interfere with normal operations of the NC State computing system.

10.3 Creating a Safety Hazard

Any act that intentionally or recklessly creates a safety hazard, including but not limited to:

- (a) Starting or attempting to start a fire or failing to exit a building when a fire alarm is sounded;
- (b) Tampering with or misusing fire and/or other life safety equipment, including fire alarms, closed circuit televisions, or elevators;
- (c) Failing to comply with campus traffic laws while on a pedestrian conveyance (bicycle, skateboard, scooter, etc.); or
- (d) Throwing objects from an elevated position in the direction of persons below.

10.4 Damage to Property

Engaging in an act that intentionally or recklessly damages, destroys, or defaces property of the university or another.

10.5 Disorderly Conduct

- (a) Engaging in conduct that disrupts class including, but not limited to, the use of cell phones or other electronic devices for voice or text communication, unless permitted by the faculty member;
- (b) Conduct that disrupts, interrupts or attempts to force the cancellation of any University-Sponsored Activity or authorized non-University activity, including educational activities, meetings, ceremonies, scheduled events, essential University processes, and authorized solicitation activities;
- (c) Obstruction that unreasonably interferes with freedom of movement or safe passage, either pedestrian or vehicular, on University Premises;
- (d) Conduct that is lewd or indecent; or
- (e) Any unauthorized use of electronic or other devices to make an audio or video record of any person without ~~his/her~~their prior knowledge, or without ~~his/her~~their consent when such a recording is likely to cause injury or distress.

10.6 Disruption of the Student Conduct Process

- (a) Attempting to discourage an individual's proper participation in, or use of, the conduct system;
- (b) Attempting to influence the impartiality of the Hearing Officer, conduct board member, or appeal administrator;
- (c) Harassment and/or intimidation of a Hearing Officer, conduct board member, or appeal administrator prior to, during, and/or after a student conduct proceeding; ~~or~~

(d) Influencing or attempting to influence another person to commit an abuse of the conduct system-; or

(e) Retaliation (including threats, harassment, intimidation, coercion) against a person because they filed a complaint alleging a violation of the Code or participated in an investigation or procedure involving the alleged violation.

10.7 Drug Violations

(a) Illegal possession or use of controlled substances as defined by the North Carolina General Statutes § 90-86 through § 90-113.8;

(b) Manufacturing, selling, or delivering any controlled substance or possession with intent to manufacture, sell or deliver any controlled substance;

(c) Misuse of any legal pharmaceutical drugs;

(d) Knowingly breathe or inhale any substance for the unlawful purpose of inducing a condition of intoxication; or

(e) Possession of drug-related paraphernalia, including but not limited to, all equipment, products and materials of any kind that are used to facilitate, or intended or designed to facilitate, violations of 10.7(a) of this Policy or [NCSU POL04.20.05 – Illegal Drugs](#).

Further information regarding drug violations is discussed in [NCSU POL04.20.05 – Illegal Drugs](#) and through [UNC Policy Manual 1300.1 – Illegal Drugs](#).

10.8 Failure to Comply

(a) Failing to comply with the directions of University employees, including University Police in performance of their duties;

(b) Failing to submit identification upon request to duly authorized and properly identified University officials; or

(c) Failing to comply with the sanctions imposed under this Code.

10.9 Fireworks

Unauthorized possession or use of fireworks or explosive device on University Premises.

10.10 Hazing

Any activity related to organizational membership or potential membership that intentionally, recklessly, or negligently humiliates, degrades, abuses, or otherwise creates a risk of mental or

physical harm or discomfort, or unreasonably interferes with a student's academic activities or successes. Consent or lack of intent are not defenses to charges under this Section.

10.11 Harassment and Discrimination

(a) No student shall threaten, coerce, harass, or intimidate another person or identifiable group of persons, in a manner that is unlawful or in violation of any University policy, while on University Premises or at University Sponsored Activities in University programs and activities based in whole or in part upon any of the protected statuses included in NCSU POL 04.25.05 (Equal Opportunity ~~and~~ Non-Discrimination and Affirmative Action Policy).

(b) No student shall engage in unlawful discrimination or harassment as defined by NCSU POL 04.25.05 (Equal Opportunity ~~and~~ Non-Discrimination Policy). ~~Unlawful harassment includes conduct that creates a hostile environment in that it is directed toward a particular person or persons, based in whole or in part upon any of the protected statuses included in NCSU POL 04.25.05 (Equal Opportunity and Non-Discrimination Policy), unwelcome, severe or pervasive, objectively offensive, and so unreasonably interferes with the target person's academic pursuits or participation in University Sponsored Activities as to effectively deny equal access to the University's resources and opportunities. Charges of sexual harassment are covered separately under sections 10.14 and 10.15 of this policy and Affirmative Action Policy), including but not limited to:~~

- (i) unwelcome conduct based on a person's protected status as defined in NCSU POL 04.25.05 (Equal Opportunity, Non-Discrimination and Affirmative Action Policy) that creates a situation where enduring the offensive conduct becomes a condition of participation in a University program or activity; or
- (ii) where the conduct is sufficiently severe or pervasive to create an environment that a reasonable person would consider intimidating, hostile, or abusive.

All relevant circumstances are examined as part of this determination, including but not limited to, whether the conduct is verbal, physical, or electronic; the frequency of the conduct; the severity of the conduct; the protected status and relationship of the individuals involved; whether the conduct was physically or psychologically threatening or humiliating; whether the conduct unreasonably interfered with work performance (for employees) or academic performance (for students). When sufficiently severe, a single instance of unwelcome conduct may constitute harassment under this policy.

Charges of sexual harassment are covered separately under section 10.15 of this policy.

To the extent there are any differences in the definition of harassment in this policy and POL 04.25.05, POL 04.25.05 controls.

~~In determining whether conduct violates these provisions, all relevant facts and circumstances shall be considered. Care must be exercised in order to preserve freedoms of speech and~~

~~expression, as articulated in current legal standards. Advice should be sought from the Office of General Counsel and the Office of Institutional Equity and Diversity, as appropriate.~~

10.12 Infliction or Threat of Bodily Harm

- (a) ~~Inflicting~~ Intentionally or recklessly inflicting physical injury upon another;
- (b) ~~Placing~~ Intentionally or recklessly placing another in fear of, or at risk of, physical injury or danger; or
- (c) Intentionally or recklessly acting in a manner that creates a substantial risk of bodily harm to another.

10.13 Providing False Information

- (a) Intentionally initiating or causing to be initiated any known false report, warning or threat of fire, explosion or other emergency;
- (b) Forgery, alteration, or misuse of any University document, records, or instrument of identification;
- (c) Furnishing false information, oral or written, to any University official, faculty or staff member, or office; or
- (d) Possession or use of an instrument of identification that is not one's own or is fictitious or altered.

10.14 ~~Relationship or~~ Interpersonal Violence

~~Relationship or interpersonal violence includes Dating Violence, Domestic Violence, and Stalking. Relationship or interpersonal violence occurs when one person in a social relationship of a romantic or an intimate nature uses abuse to maintain power over a partner. Abusive behaviors can be physical or emotional, including but not limited to, threats of self harm or harm to others, pervasive and derogatory name calling, belittling, isolation, engaging in sexual acts while in a dating or domestic relationship when one of the individuals does not consent.~~

~~(a) Dating Violence is conduct arising out of a social, personal, romantic or intimate relationship or a dating relationship that inflicts physical injury upon another person or is a pattern of coercive behavior that is used by one person to gain power and control over another. It may include the use of physical and sexual violence, verbal and emotional abuse, or any conduct that places another in fear of, or at risk of, physical injury or danger.~~

~~(b) Domestic Violence is conduct that arises out of a personal, romantic or intimate relationship where the parties are current or former spouses, persons who live together or have lived together, persons who have one or more children in common, or are current or former household members, and inflicts physical injury upon a party to the relationship or shows a pattern of coercive behavior that is used by one person to gain power and control over another. It may include the use of physical and sexual violence, verbal and emotional abuse, or any conduct that places another in fear of, or at risk of, physical injury or danger.~~

Interpersonal Violence includes:

- (a) In a current or former dating, romantic or intimate relationship, engaging in physical, sexual, emotional, economic, or psychological actions or threats of actions that a reasonable person in similar circumstances would find abusive, intimidating, or threatening;
- (b) ~~(e) Stalking is engaging~~ Engaging in a Course of Conduct directed at a specific person, whether in the context of a social or intimate relationship or otherwise, that would cause a reasonable person to feel fear for their safety or safety of others or suffer substantial emotional distress. ~~Stalking, including cyber stalking, This~~ may include, for example, non-consensual communication, including in-person or cyber communication or contact, surveillance, telephone calls, voice messages, text messages, email messages, social networking site postings, instant messages, postings of pictures or information on websites, written letters, gifts or any other communications that are ~~undesired-unwelcome~~ and/or place another person in fear of, or at risk of, physical injury or danger.

10.15 Sexual Misconduct

Sexual Misconduct includes:

- (a) Title IX Sexual Harassment and Retaliation, defined in NCSU POL 04.25.XX as:
 - (1) “Title IX Sexual Harassment” means conduct on the basis of sex that satisfies one or more of the following:
 - (1) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to an Education Program or Activity at NC State; or
 - (2) Sexual assault as defined in the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (“Clery Act,” specifically 20 U.S.C. 1092(f)(6)(A)(v)), dating violence as defined in Violence Against Women Act (“VAWA,” specifically 34 U.S.C. 12291(a)(10)), domestic violence as defined in VAWA (34 U.S.C. 12291(a)(8)), stalking as defined in VAWA (34 U.S.C. 12291(a)(30)) (for ease of reference the definitions as they appear in those laws are provided below).
 - (A) Sexual assault means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation including:
 - (i) Rape, defined as the carnal knowledge of a person, without the consent of the person, including instances where the person is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity;

- (ii) Sodomy is oral or anal sexual intercourse with another person, without the consent of the person, including instances where the person is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity;
- (iii) Sexual Assault With An Object, defined as the use of an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the person, including instances where the person is incapable of giving consent because of his/her youth or because of age or because of temporary or permanent mental or physical incapacity;
- (iv) Fondling, defined as the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the person, including instances where the victim is incapable of giving consent because of his/her youth or because of age or because of temporary or permanent mental or physical incapacity;
- (v) Incest, defined as nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law;
- (vi) Statutory Rape, defined as nonforcible sexual intercourse with a person who is under the statutory age of consent.

(B) Dating violence means violence committed by a person—

- (i) who is or has been in a social relationship of a romantic or intimate nature with the victim; and
- (ii) where the existence of such a relationship shall be determined based on the consideration of the following factors:
 - a) The length of the relationship;
 - b) The type of relationship;
 - c) The frequency of interaction between the persons involved in the relationship;

(C) Domestic violence includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has

cohabitation with the victim as a spouse or intimate partner, by a person similarly situation to a spouse of the victim under the domestic or family violence laws of the jurisdiction, or by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family laws of the jurisdiction;

(D) Stalking means engaging in a course of conduct directed at a specific person that would cause a reasonable person to-

(i) fear for their own safety or the safety of others; or

(ii) suffer substantial emotional distress.

(II) Title IX Retaliation is intimidating, threatening, coercing, or discriminating against any person for the purpose of interfering with any right or privilege secured by Title IX, POL 04.24.05, or this policy because the person made a report or complaint, testified, assisted, or participated in any manner in an investigation, proceeding or hearing under this policy or the companion regulations.

(b) ~~(a)~~ Sexual Harassment, as defined in NCSU POL 04.25.05 (Equal Opportunity and Non-Discrimination Policy). Sexual harassment may include, for example, unwelcome sexual advances and sexual favors. Sexual harassment also includes any acts of sexual violence, and Affirmative Action Policy) as a form of Harassment (also defined in POL 04.25.05) which is based on a person's sex or is of a sexual nature. Sexual Harassment can include unwelcome sexual advances, requests for sexual favors, sexual exploitation, and other verbal, non-verbal or physical harassment of a sexual nature, including, but not limited to:

(I) ~~(b)~~ Sexual Exploitation, which is taking sexual advantage of another person without Consent, and includes, but is not limited to, causing or attempting to cause the incapacitation of another person in order to gain a sexual advantage over the other person; causing the prostitution of another person; recording, photographing or transmitting identifiable images of private sexual activity and/or the intimate parts (including genitalia, groin, breasts or buttocks) of another person; voyeurism and indecent exposure, and other sexual offenses, and allowing third parties to observe private sexual acts;

(II) ~~(c)~~ Sexual Contact ~~(without Consent)~~, which is the intentional touching of ~~a~~ another person's intimate parts (including mouth, genitalia, groin, breast or buttocks or clothing covering any of those areas); or the deliberate touching of another person with one's intimate parts; or using force to cause a person to touch ~~his/her~~ their own or another person's intimate parts; or

(III) ~~(d)~~ Sexual Intercourse ~~(Penetration without Consent)~~, which is the penetration (anal, oral, ~~or~~ vaginal) of ~~a~~ another person, ~~however slight~~, by a penis, tongue, finger, ~~or~~ an inanimate object; or mouth to genital contact or genital to mouth contact; or where a person is forced, caused, or made to sexually penetrate themselves or another person.

(c) ~~(e)~~ Retaliation, (including threats, harassment, intimidation, coercion) against a person because ~~he/she filed a complaint alleging sexual misconduct, relationship or interpersonal violence, dating violence, domestic violence, or stalking or participated in an investigation or procedure involving charges of sexual misconduct, relationship or interpersonal violence, dating violence, domestic violence, or stalking.~~ they made a complaint alleging conduct in violation of Section 10.15(b), participated as a witness or party in an investigation, proceeding, or hearing involving an alleged violation of Section 10.15(b); or requested a reasonable accommodation relating to allegations under Section 10.15(b).

To the extent there are any differences in the definition of Title IX Sexual Harassment in this Section 10.15 and POL 04.25.XX, POL 04.25.XX controls. To the extent there are any differences in the definition of Sexual Harassment in this Section 10.15 and POL 04.25.05, POL 04.25.05 controls.

10.16 Theft

- (a) Stealing or attempting to steal another's property, money or services;
- (b) Knowingly possessing, purchasing, or exchanging stolen or embezzled property, money or services;
- (c) Unauthorized use or access to private or confidential information in any medium; or
- (d) Unauthorized possession, duplication, or use of keys or card access to any University Premises.

10.17 Trespass

Unauthorized entry to University Premises, including intruding upon, forcibly entering, or otherwise proceeding into unauthorized areas of University Premises, or the residential space of another without permission.

See [NCSU REG 04.05.01 – Trespassing on University Property.](#)

10.18 Unauthorized Use of Property

Attempted or actual use of property of NC State, property of a University community member, or other personal or public property without proper authorization, or in a manner for which the property was not intended.

10.19 Violation of University Policies, Regulations, or Rules

Violation of any written policies, regulations, or rules of the University, as adopted by the university and as may be amended from time to time.

10.20 Weapons

- (a) Illegal or unauthorized possession of Weapons on University Premises or at University-sponsored activities; or
- (b) Possession or use of Weapons in any manner that harms, threatens, or causes fear to others.

11. SANCTIONS

Sanctions in this section result in the creation of a disciplinary file for individuals or groups. Sanctions are imposed to:

- (a) Define a student or organization's status at the university following a finding of responsible for a violation;
- (b) Serve as a clear statement about University standards and expectations;
- (c) Educate students on the effects of their behavior; and
- (d) Attempt to affect a change in that behavior in the future.

Misconduct that involves substantial theft or fraud, significant physical, emotional, or mental damage to a person, significant property damage, Harassment, Sexual Misconduct, Relationship or Interpersonal Violence, ~~including Dating Violence, Domestic Violence, and Stalking~~, or actions that create a substantial risk of bodily harm may result in suspension or expulsion from the university. Sanctions for drug-related misconduct are governed by [NCSU POL04.20.05 – Illegal Drugs](#).

Mitigating or aggravating factors or circumstances affecting sanctions shall be considered prior to imposing a sanction. Factors to be considered may include, but are not limited to: the nature of the misconduct, a student's demonstration of insight for ~~his or her~~ their conduct, present demeanor and attitude, the need to restore or preserve access to education programs and activities, past disciplinary record of the student, the importance of the equitable treatment for similar offenses, community service or assistance related to the misconduct, the degree of any damage, injury, or harm resulting from the misconduct, and other appropriate circumstances.

The Office of Student Conduct may upon initial review of the charges and accompanying narrative determine whether, if proved, the misconduct could result in sanctions of suspension or expulsion and schedule a hearing accordingly.

One or more of the sanctions listed below may be imposed for non-Academic Misconduct:

11.1 Written Warning

A Written Warning is a disciplinary reprimand that serves as notice that continuation or repetition of prohibited conduct may be cause for additional disciplinary actions.

11.2 Disciplinary Probation

Disciplinary Probation is a pre-suspension status. A student may be placed on disciplinary probation for a period no less than the remainder of the current semester up to the remainder of ~~his or her~~ their Academic Career. If found responsible for a violation while on disciplinary probation, a student may face more severe sanctions up to and including suspension or expulsion.

11.3 Suspension

Suspension is a separation from the university for a specified period of time after which the student may be eligible to return. While suspended, the student shall not participate in any University-~~Sponsored Program or~~ Activity and will be trespassed from University Premises. Exceptions to this trespass may be granted by the Director, Office of Student Conduct based on the written petition of the student and for good cause. ~~The student's name will be included in the UNC System database for suspended/expelled students.~~ In cases where the student will complete graduation ~~requirement~~ requirements during the current semester, suspension ~~is to~~ may take effect immediately, ~~or at the Hearing Officer's determination~~. In addition, graduating students may have a disciplinary notation placed on their transcript or have their transcript withheld for the period of the suspension. In cases where a student will complete graduation requirements in either summer session I or II, the suspension period ~~will~~ may include both summer sessions. Notations of the suspension will appear on the student's transcript. Suspension notations on transcripts may be removed at a later date upon student petition to the Vice Chancellor and Dean of Academic and Student Affairs. However, a disciplinary file indicating suspension will be maintained by the Office of Student Conduct on a permanent ~~basis~~ basis. ~~The student's name will be included in the UNC System database for suspended/expelled students.~~

11.4 Expulsion

Expulsion is a recommendation that must be approved by the Vice Chancellor and Dean of Academic and Student Affairs and is a permanent separation of the student from the university, unless at a later date the Chancellor concludes on the basis of the former student's petition and any supportive documentation that ~~he or she~~ they should be approved for reinstatement at NC State. When expelled, the student shall no longer participate in any University-~~Sponsored Program or~~ Activity and will be trespassed from University Premises. A disciplinary file indicating expulsion will be maintained by the Office of Student Conduct and will result in a permanent transcript notation. The student's name will be included in the UNC System database for suspended/expelled students. Expulsion precludes enrollment at any UNC constituent institution.

11.5 Removal from University Housing

Residents of University housing facilities found responsible for violations of this code may be removed from University housing facilities. Removal from University housing facilities may be for a period no less than the remainder of the current semester up to the remainder of the student's Academic Career. The duration of any removal and/or trespass from University housing facilities is at the discretion of the Assistant Vice Chancellor and Executive Director of University Housing. All costs incidental to the removal from the University housing facility are the responsibility of the student. Students subject to removal from a University housing facility will be trespassed from

entering all University housing facilities. Exceptions to this trespass may be granted by the Director of University Housing based on the written petition of the student and for good cause.

11.6 Restriction of Privileges

Restriction of privileges may be applied when the student's violation(s) are related to the benefit that one receives as a student at NC State. Examples of privileges that may be restricted include, but are not limited to: attendance at University athletic events, use of Carmichael Complex, visitation in University housing facilities, or participation in intercollegiate athletic events. Some exceptions may be made to ensure access to primary University services such as food services, health care, or academic resources.

11.7 Additional Sanctions

Additional sanctions not specifically listed above may be imposed. Such sanctions, where appropriate, may include but are not limited to: service or research projects, reflective writing assignments, behavioral assessments, participation in special educational programs, restitution for damage to or destruction of property, relocation to another room or residence with coordination of appropriate University staff, behavioral contracts, trespass or no contact orders, etc. Additional group or organizational sanctions may include revocation or denial of registration or recognition.

12. INTERIM ACTIONS

In certain circumstances, NC State may take one or more interim actions to safeguard the university community before a student conduct process begins or is completed. These interim actions may be imposed effective immediately, without prior notice, when, in the university's judgment, there is a need to implement an individualized response based on the seriousness of the alleged violation(s) of the Code and/or the potential for an ongoing threat or disruption to the University community. The university may take interim actions as follows:

12.1 Extraordinary Measure: Interim Suspension

An extraordinary measure in the form of an interim suspension is a diversion from the regular disciplinary process, but may be necessary to ensure the safety and well-being of the campus community. Students subjected to an interim suspension will be accorded a hearing as provided for in the Procedures.

12.1.1 A student may be suspended on an interim basis, if the student:

- (a) Poses an ongoing threat ~~of~~or disruption of, or interference with, the normal operations of the university;
- (b) Poses a threat of causing physical harm to others or of placing others in fear of imminent danger;
- (c) Poses a threat of causing significant property damage;

(d) Threatens the safety or well-being of the campus community;

(e) Has been alleged to have violated [NCSU POL04.20.05 – Illegal Drugs](#); or

~~(f) Has been alleged to have violated university policy regarding Sexual Misconduct, Relationship or Interpersonal Violence, including Dating Violence, Domestic Violence and Stalking, and there is a need to separate the Respondent from campus.~~

(f) Is alleged to have violated POL 04.25.XX by engaging in Sexual Harassment and the University has determined after an individualized safety and risk analysis that the student poses an immediate threat to the physical health or safety of any student or other individual and their removal is justified.

12.2 Other Interim Actions

The university may take interim actions other than suspension to ensure the safety and well-being of the campus community including, but not limited to, “no contact” orders, relocation in University housing facilities, registration holds, and adjustments to class schedules. Any interim actions taken may not be used as evidence to support charges under the Code.


13. INTERPRETATIONS AND REVIEW

13.1 Any question of interpretation or application of the Code will be referred to the Vice Chancellor and Dean of Academic and Student Affairs for final determination.

13.2 The Code shall be reviewed every three (3) years under the direction of the Director and in consultation with other campus units as appropriate.

Proposed Non-Coaching Staff Bonus Structure

Note: In a fiscal year, bonuses can be earned up to 21% of an employee's annual guaranteed salary.


OVERALL APR ≥ 983
Overall <i>(Single Year)</i>


CONFERENCE CHAMPIONSHIP
All Sports

Football
FB BOWL
Football/MBB/WBB

Big 3
MBB/WBB/Baseball
MBB/WBB/Baseball

Top 25
TOP 25 RANKING
All Sports

Tab 7.2B Page 1 
DIRECTORS' CUP FINISH
Overall Top 25

EXECUTIVE STAFF

Not cumulative per category. Earns highest.

Executive Staff Members
All Sports


<i>1x for Dept. APR</i>
\$2,000


If we win 4, up to \$5K

FB Bowl
\$2,500

MBB/WBB/Baseball
\$2,500 per sport

Top 25*
If 10 teams, up to \$5K


Dir. Cup Top 25 Finish
\$2,000

Sport Supervisors

Assigned Sport

-

<i>For each sport Supe oversees.</i>
\$3,000

\$5,000

\$5,000

\$1,000

-

* Rifle must finish top-8.
(Excluding FB/MBB/WBB/Baseball)

SPORT SUPERVISOR/NON-EXECUTIVE STAFF

Sport Supervisors

Assigned Sport

\$1,000

1x for Dept. APR


\$3,000


For each sport supe oversees.

FB Bowl
\$5,000

MBB/WBB/Baseball
\$5,000

Top 25*
\$1,000

* Rifle must finish top-8.
(Excluding FB/MBB/WBB/Baseball)


Dir. Cup Top 25 Finish
\$1,000

UNIT OVERSIGHT

Select Staff With Unit Oversight

All Sports


-


If we win 4, up to \$3K

FB Bowl
\$1,000

MBB/WBB/Baseball
\$1,000 per sport

Top 25*
If 10 teams, up to \$3K


Dir. Cup Top 25 Finish
\$1,000

Colin Hargis : Senior Associate AD/Marketing and Ticket Services
Rob Murphy : Associate AD/Sports Medicine Director
Nate Brookreson : Assistant AD/S&C for Olympic Sports
Josh Monk : Assistant AD/Video, Broadcast & Network Services
Adina Stock : Assistant AD, Team Operations
Tonya Washington : Assistant AD/Student Engagement


Michelle Joshua : Sports Psychologist
Meghan Fitzgerald : Assistant AD/Marketing and Fan Development
Diana Nguyen : Director of Sports Nutrition
Georgia Brown : Director of Athletic Business Operations
Ray Brincefield : Assistant AD/Facilities
Bob Erickson : Assistant AD/Facilities, Operations & Capital Projects

If Unit Oversight also serves as primary support staff, he/she will not receive that bonuses in addition to total Unit Oversight Bonus--but has the option to receive that bonus instead.

SUPPORT STAFF

Only receives bonuses for the sport(s) he/she is **assigned**.

Assistant AD/Ticket Operations & CRM	-
+ Assigned Compliance Director	-
Assigned Marketing Director	-
Assigned Sports Information Director	-
Assigned Game Operations Director	-
Assigned Facilities Director	-
Assigned S&C Coach	-
Assigned Athletic Trainer	-
Assigned Video Coordinator	-
Big 3 Scouting/Video Director	-


\$1,000
\$1,000
\$1,000
\$1,000
\$1,000
\$1,000
\$1,000
\$1,000
\$1,000
\$1,000

FB Bowl
\$1,000
\$1,000
\$1,000
\$1,000
\$1,000
\$1,000
Up to 1 Month
Up to 1 Month
Up to 1 Month
Up to 1 Month

MBB/WBB/Baseball
\$1,000
\$1,000
\$1,000
\$1,000
\$1,000
\$1,000
\$5,000
\$5,000
\$5,000
\$5,000

Top 25*
(Excluding FB/MBB/WBB/Baseball)
\$500
\$500
\$500
\$500
\$500
\$500
\$500
\$500
\$500
\$500


Dir. Cup Top 25 Finish
-
-
-
-
-
-
-
-
-

* Rifle must finish top-8.

Notes

1. Employee must be an eligible EHRA classification to receive bonus.
2. Bonuses can be earned up to 21% of an employee's annual salary.
3. Conference championship is bonus is based on winning the conference championship tournament (if a sport does not have a conference tournament, criteria is regular season, outright champion).
4. Top 25 per recognized ranking association listed on the NCAA website. In addition, Rifle would need to finish Top-8.
5. A discretionary bonus may be provided, as deemed appropriate by the Athletic Director (based on the availability of funds).
6. Based on the availability of funds.
7. Bonuses for 4+ ACC Championships or 10+ Top-25 teams is an "up to" amount, and is at the discretion of the AD

The Why

- The money is more evenly distributed and more staff members share the success of our teams.
- The criteria for bonuses better captures the standard by we feel is "successful."
- Employees will be capped at 21% of their annual salary. This is in line with the bonus received by the Director of Athletics.

REPORTS

PROVOST UPDATE ITEMS

Purpose

The FY 2020-2021 Faculty Salary Ranges were approved by Chancellor Woodson on June 9, 2020 and are being presented to the Board of Trustees as an information item.

The annual faculty salary ranges are established for tenured/tenure-track faculty positions based on current market data to allow the university to attract and retain highly qualified faculty talent. The ranges form a basis for sound and equitable compensation decisions to facilitate appropriate stewardship of financial resources.

Source Data

- 2020 College and University Professional Association for Human Resources (CUPA-HR) Salary Survey
- 2020 Oklahoma State University Faculty Salary Survey
- Primary Data Cut: Carnegie Classification – Research University, Very High (RUVH)

Methodology

- **The methodology used this year has been in place since FY 2016-17.**
- To determine the appropriate market reference rate (MRR), the 4-digit discipline (CIP) code by rank for each faculty member is aligned with the faculty member's department or tenure home.

College/Division	Department	RANK	FY 2019 - 20 T/TT Faculty Salary Ranges			FY 2020 - 21 T/TT Faculty Salary Ranges		
			Minimum	Market Reference	Maximum	Minimum	Market Reference	Maximum
College of Agriculture and Life Sciences	Agricultural & Extension Education	Professor	\$98,419	\$123,024	\$246,048	\$95,200	\$119,000	\$238,001
		Associate Professor	\$75,920	\$94,900	\$166,074	\$70,687	\$88,358	\$154,627
		Assistant Professor	\$69,974	\$87,468	\$131,202	\$64,008	\$80,010	\$120,015
College of Agriculture and Life Sciences	Agriculture & Resource Economics	Professor	\$113,919	\$142,399	\$284,799	\$114,208	\$142,760	\$285,520
		Associate Professor	\$87,004	\$108,756	\$190,322	\$90,036	\$112,545	\$196,954
		Assistant Professor	\$73,974	\$92,468	\$138,701	\$74,125	\$92,657	\$138,985
College of Agriculture and Life Sciences	Animal Sciences	Professor	\$99,658	\$124,572	\$249,144	\$102,085	\$127,606	\$255,212
		Associate Professor	\$75,890	\$94,862	\$166,009	\$77,013	\$96,266	\$168,465
		Assistant Professor	\$65,519	\$81,899	\$122,848	\$67,005	\$83,757	\$125,635
College of Agriculture and Life Sciences	Applied Ecology	Professor	\$121,918	\$152,397	\$304,794	\$124,123	\$155,154	\$310,308
		Associate Professor	\$81,154	\$101,442	\$177,524	\$84,322	\$105,403	\$184,455
		Assistant Professor	\$67,469	\$84,337	\$126,505	\$69,925	\$87,407	\$131,110
College of Agriculture and Life Sciences	Biochemistry	Professor	\$122,519	\$153,149	\$306,298	\$123,018	\$153,773	\$307,545
		Associate Professor	\$79,406	\$99,257	\$173,700	\$81,607	\$102,009	\$178,516
		Assistant Professor	\$66,630	\$83,287	\$124,931	\$69,165	\$86,456	\$129,684
College of Agriculture and Life Sciences	Biological & Agricultural Engineering	Professor	\$106,524	\$133,155	\$266,310	\$108,738	\$135,922	\$271,844
		Associate Professor	\$83,744	\$104,679	\$183,189	\$85,811	\$107,264	\$187,711
		Assistant Professor	\$70,653	\$88,317	\$132,475	\$70,170	\$87,713	\$131,569
College of Agriculture and Life Sciences	Crop Science	Professor	\$95,658	\$119,573	\$239,146	\$97,921	\$122,401	\$244,803
		Associate Professor	\$72,186	\$90,232	\$157,906	\$74,259	\$92,824	\$162,442
		Assistant Professor	\$63,634	\$79,543	\$119,314	\$64,860	\$81,074	\$121,612
College of Agriculture and Life Sciences	Entomology	Professor	\$98,388	\$122,985	\$245,971	\$100,018	\$125,023	\$250,045
		Associate Professor	\$72,971	\$91,214	\$159,625	\$74,490	\$93,112	\$162,946
		Assistant Professor	\$64,974	\$81,218	\$121,827	\$66,525	\$83,156	\$124,735
College of Agriculture and Life Sciences	Food Science	Professor	\$104,401	\$130,502	\$261,004	\$106,112	\$132,640	\$265,280
		Associate Professor	\$69,735	\$87,169	\$152,546	\$75,881	\$94,851	\$165,989
		Assistant Professor	\$64,861	\$81,076	\$121,614	\$68,529	\$85,661	\$128,492
College of Agriculture and Life Sciences	Horticulture Science	Professor	\$95,658	\$119,573	\$239,146	\$97,921	\$122,401	\$244,803
		Associate Professor	\$72,186	\$90,232	\$157,906	\$74,259	\$92,824	\$162,442
		Assistant Professor	\$63,634	\$79,543	\$119,314	\$64,860	\$81,074	\$121,612
College of Agriculture and Life Sciences	Plant Biology	Professor	\$101,588	\$126,985	\$253,970	\$106,319	\$132,899	\$265,798
		Associate Professor	\$74,509	\$93,136	\$162,987	\$79,313	\$99,141	\$173,496
		Assistant Professor	\$65,148	\$81,435	\$122,153	\$64,931	\$81,164	\$121,746
College of Agriculture and Life Sciences	Plant Pathology	Professor	\$95,658	\$119,573	\$239,146	\$97,921	\$122,401	\$244,803
		Associate Professor	\$72,186	\$90,232	\$157,906	\$74,259	\$92,824	\$162,442
		Assistant Professor	\$63,634	\$79,543	\$119,314	\$64,860	\$81,074	\$121,612
College of Agriculture and Life Sciences	Poultry Science	Professor	\$99,658	\$124,572	\$249,144	\$102,085	\$127,606	\$255,212
		Associate Professor	\$75,890	\$94,862	\$166,009	\$77,013	\$96,266	\$168,465
		Assistant Professor	\$65,519	\$81,899	\$122,848	\$67,005	\$83,757	\$125,635
College of Agriculture and Life Sciences	Soil Science	Professor	\$100,822	\$126,028	\$252,056	\$102,433	\$128,042	\$256,084
		Associate Professor	\$71,697	\$89,621	\$156,836	\$75,360	\$94,200	\$164,850
		Assistant Professor	\$64,834	\$81,043	\$121,564	\$70,126	\$87,658	\$131,487
College of Agriculture and Life Sciences	Youth, Family & Community Sciences	Professor	\$108,684	\$135,855	\$271,710	\$106,839	\$133,549	\$267,098
		Associate Professor	\$73,441	\$91,802	\$160,653	\$74,036	\$92,545	\$161,954
		Assistant Professor	\$63,552	\$79,440	\$119,161	\$62,976	\$78,720	\$118,081

College/Division	Department	RANK	FY 2019 - 20 T/TT Faculty Salary Ranges			FY 2020 - 21 T/TT Faculty Salary Ranges		
			Minimum	Market Reference	Maximum	Minimum	Market Reference	Maximum
College of Design	Design	Professor	\$96,496	\$120,620	\$241,239	\$100,673	\$125,842	\$251,683
		Associate Professor	\$73,158	\$91,447	\$160,033	\$74,128	\$92,660	\$162,154
		Assistant Professor	\$58,832	\$73,541	\$110,311	\$60,193	\$75,241	\$112,862
College of Education	Teacher Education & Learning Sciences (TELS)	Professor	\$95,228	\$119,035	\$238,071	\$91,744	\$114,680	\$229,361
		Associate Professor	\$71,054	\$88,818	\$155,432	\$69,413	\$86,766	\$151,840
		Assistant Professor	\$60,465	\$75,582	\$113,373	\$57,713	\$72,141	\$108,211
College of Education	Education Leadership & Policy / Adult & Higher Education	Professor	\$93,236	\$116,545	\$233,090	\$101,800	\$127,250	\$254,500
		Associate Professor	\$70,591	\$88,239	\$154,418	\$75,118	\$93,898	\$164,321
		Assistant Professor	\$58,517	\$73,146	\$109,720	\$60,817	\$76,022	\$114,033
College of Education	Math, Science, & Technology Education	Professor	\$97,182	\$121,478	\$242,955	\$97,048	\$121,310	\$242,619
		Associate Professor	\$68,072	\$85,090	\$148,908	\$70,327	\$87,908	\$153,840
		Assistant Professor	\$58,242	\$72,802	\$109,203	\$57,885	\$72,357	\$108,535
College of Engineering	Biomedical	Professor	\$139,948	\$174,935	\$349,870	\$141,666	\$177,083	\$354,166
		Associate Professor	\$92,501	\$115,626	\$202,345	\$95,985	\$119,982	\$209,968
		Assistant Professor	\$77,377	\$96,721	\$145,081	\$80,895	\$101,118	\$151,678
College of Engineering	Chemical & Biomolecular	Professor	\$133,462	\$166,828	\$333,656	\$137,577	\$171,971	\$343,942
		Associate Professor	\$93,128	\$116,410	\$203,718	\$95,896	\$119,869	\$209,771
		Assistant Professor	\$78,501	\$98,127	\$147,190	\$81,161	\$101,452	\$152,178
College of Engineering	Civil, Construction & Environmental	Professor	\$122,561	\$153,202	\$306,404	\$127,252	\$159,065	\$318,129
		Associate Professor	\$88,458	\$110,573	\$193,503	\$90,626	\$113,282	\$198,244
		Assistant Professor	\$75,778	\$94,723	\$142,084	\$77,491	\$96,864	\$145,295
College of Engineering	Computer Science	Professor	\$135,551	\$169,439	\$338,877	\$138,899	\$173,624	\$347,248
		Associate Professor	\$96,530	\$120,663	\$211,160	\$100,763	\$125,954	\$220,419
		Assistant Professor	\$84,781	\$105,976	\$158,964	\$88,158	\$110,197	\$165,296
College of Engineering	Electrical & Computer	Professor	\$135,751	\$169,689	\$339,378	\$135,388	\$169,235	\$338,470
		Associate Professor	\$96,563	\$120,704	\$211,232	\$97,167	\$121,458	\$212,552
		Assistant Professor	\$84,706	\$105,882	\$158,824	\$83,221	\$104,027	\$156,040
College of Engineering	Industrial	Professor	\$131,489	\$164,361	\$328,721	\$129,588	\$161,985	\$323,971
		Associate Professor	\$93,170	\$116,462	\$203,808	\$91,060	\$113,824	\$199,193
		Assistant Professor	\$79,588	\$99,485	\$149,227	\$79,081	\$98,852	\$148,278
College of Engineering	Materials	Professor	\$130,798	\$163,497	\$326,994	\$145,050	\$181,312	\$362,624
		Associate Professor	\$89,300	\$111,625	\$195,344	\$96,253	\$120,316	\$210,553
		Assistant Professor	\$76,563	\$95,704	\$143,556	\$82,166	\$102,708	\$154,062
College of Engineering	Mechanical & Aerospace	Professor	\$144,485	\$180,606	\$361,213	\$138,108	\$172,635	\$345,270
		Associate Professor	\$96,511	\$120,638	\$211,117	\$95,614	\$119,517	\$209,156
		Assistant Professor	\$79,541	\$99,426	\$149,139	\$80,555	\$100,693	\$151,040
College of Engineering	Nuclear	Professor	\$129,424	\$161,780	\$323,561	\$153,521	\$191,901	\$383,803
		Associate Professor	\$91,420	\$114,275	\$199,981	\$98,678	\$123,348	\$215,859
		Assistant Professor	\$78,028	\$97,535	\$146,303	\$83,905	\$104,881	\$157,322
College of Humanities and Social Sciences	Anthropology	Professor	\$102,560	\$128,200	\$256,400	\$113,454	\$141,817	\$283,635
		Associate Professor	\$70,900	\$88,625	\$155,094	\$75,025	\$93,781	\$164,117
		Assistant Professor	\$60,770	\$75,963	\$113,944	\$64,808	\$81,009	\$121,514
College of Humanities and Social Sciences	Communication	Professor	\$102,050	\$127,562	\$255,125	\$104,956	\$131,196	\$262,391
		Associate Professor	\$69,888	\$87,360	\$152,880	\$71,504	\$89,380	\$156,415
		Assistant Professor	\$58,585	\$73,232	\$109,847	\$59,887	\$74,858	\$112,287

College/Division	Department	RANK	FY 2019 - 20 T/TT Faculty Salary Ranges			FY 2020 - 21 T/TT Faculty Salary Ranges		
			Minimum	Market Reference	Maximum	Minimum	Market Reference	Maximum
College of Humanities and Social Sciences	English	Professor	\$95,834	\$119,792	\$239,584	\$98,296	\$122,870	\$245,740
		Associate Professor	\$68,132	\$85,165	\$149,039	\$70,299	\$87,873	\$153,778
		Assistant Professor	\$56,114	\$70,143	\$105,214	\$57,659	\$72,073	\$108,110
College of Humanities and Social Sciences	Foreign Languages & Literatures	Professor	\$97,072	\$121,340	\$242,681	\$98,988	\$123,735	\$247,469
		Associate Professor	\$66,713	\$83,391	\$145,935	\$69,271	\$86,588	\$151,530
		Assistant Professor	\$55,210	\$69,013	\$103,519	\$57,414	\$71,767	\$107,651
College of Humanities and Social Sciences	History	Professor	\$102,363	\$127,954	\$255,908	\$104,425	\$130,531	\$261,062
		Associate Professor	\$70,414	\$88,018	\$154,031	\$72,772	\$90,965	\$159,188
		Assistant Professor	\$57,607	\$72,009	\$108,014	\$59,252	\$74,065	\$111,097
College of Humanities and Social Sciences	Interdisciplinary Studies	Professor	\$98,074	\$122,592	\$245,185	\$100,668	\$125,835	\$251,671
		Associate Professor	\$71,384	\$89,230	\$156,152	\$69,818	\$87,272	\$152,726
		Assistant Professor	\$54,203	\$67,753	\$101,630	\$54,878	\$68,598	\$102,896
College of Humanities and Social Sciences	Philosophy & Religious Studies	Professor	\$103,570	\$129,462	\$258,925	\$106,253	\$132,816	\$265,633
		Associate Professor	\$68,766	\$85,957	\$150,425	\$70,871	\$88,588	\$155,030
		Assistant Professor	\$57,767	\$72,209	\$108,314	\$59,657	\$74,571	\$111,857
College of Humanities and Social Sciences	Political Science	Professor	\$114,156	\$142,695	\$285,390	\$116,012	\$145,015	\$290,029
		Associate Professor	\$77,226	\$96,532	\$168,931	\$79,370	\$99,213	\$173,623
		Assistant Professor	\$64,031	\$80,038	\$120,057	\$66,124	\$82,655	\$123,983
College of Humanities and Social Sciences	Public Administration	Professor	\$115,943	\$144,929	\$289,858	\$120,047	\$150,058	\$300,117
		Associate Professor	\$85,601	\$107,001	\$187,252	\$89,338	\$111,673	\$195,427
		Assistant Professor	\$70,457	\$88,071	\$132,107	\$68,844	\$86,055	\$129,083
College of Humanities and Social Sciences	Psychology	Professor	\$114,999	\$143,748	\$287,497	\$117,585	\$146,981	\$293,962
		Associate Professor	\$75,702	\$94,628	\$165,598	\$77,635	\$97,044	\$169,827
		Assistant Professor	\$65,602	\$82,003	\$123,004	\$67,468	\$84,336	\$126,503
College of Humanities and Social Sciences	Social Work	Professor	\$101,707	\$127,134	\$254,269	\$102,846	\$128,557	\$257,115
		Associate Professor	\$72,787	\$90,984	\$159,221	\$75,567	\$94,459	\$165,303
		Assistant Professor	\$60,695	\$75,869	\$113,803	\$61,889	\$77,362	\$116,043
College of Humanities and Social Sciences	Sociology	Professor	\$112,209	\$140,262	\$280,523	\$113,454	\$141,817	\$283,635
		Associate Professor	\$73,870	\$92,338	\$161,591	\$75,025	\$93,781	\$164,117
		Assistant Professor	\$63,015	\$78,768	\$118,152	\$64,808	\$81,009	\$121,514
Poole College of Management	Accounting	Professor	\$188,100	\$235,124	\$470,249	\$191,220	\$239,025	\$478,050
		Associate Professor	\$150,887	\$188,609	\$330,066	\$156,501	\$195,626	\$342,345
		Assistant Professor	\$154,288	\$192,860	\$289,290	\$159,567	\$199,459	\$299,188
Poole College of Management	Business Management	Professor	\$178,127	\$222,658	\$445,317	\$184,178	\$230,222	\$460,444
		Associate Professor	\$135,685	\$169,606	\$296,811	\$141,148	\$176,435	\$308,762
		Assistant Professor	\$123,030	\$153,787	\$230,681	\$128,327	\$160,408	\$240,613
Poole College of Management	Economics	Professor	\$132,255	\$165,319	\$330,638	\$137,715	\$172,144	\$344,288
		Associate Professor	\$109,838	\$137,297	\$240,270	\$112,439	\$140,549	\$245,961
		Assistant Professor	\$97,024	\$121,279	\$181,919	\$97,997	\$122,496	\$183,744
Poole College of Management	Entrepreneurship	Professor	\$193,568	\$241,960	\$483,919	\$163,429	\$204,286	\$408,573
		Associate Professor	\$123,955	\$154,944	\$271,152	\$135,409	\$169,261	\$296,207
		Assistant Professor	\$125,618	\$157,023	\$235,534	\$107,285	\$134,106	\$201,160
Poole College of Management	Finance	Professor	\$188,688	\$235,860	\$471,720	\$190,240	\$237,800	\$475,599
		Associate Professor	\$159,661	\$199,576	\$349,258	\$164,640	\$205,799	\$360,149
		Assistant Professor	\$155,901	\$194,876	\$292,314	\$159,644	\$199,555	\$299,333

College/Division	Department	RANK	FY 2019 - 20 T/TT Faculty Salary Ranges			FY 2020 - 21 T/TT Faculty Salary Ranges		
			Minimum	Market Reference	Maximum	Minimum	Market Reference	Maximum
Poole College of Management	Human Resources Management	Professor	\$155,171	\$193,964	\$387,927	\$155,820	\$194,776	\$389,551
		Associate Professor	\$121,016	\$151,270	\$264,722	\$113,573	\$141,967	\$248,441
		Assistant Professor	\$118,057	\$147,571	\$221,356	\$110,628	\$138,284	\$207,427
Poole College of Management	Management Information Systems	Professor	\$157,565	\$196,957	\$393,913	\$162,067	\$202,584	\$405,167
		Associate Professor	\$122,520	\$153,150	\$268,013	\$121,548	\$151,935	\$265,886
		Assistant Professor	\$123,200	\$154,000	\$231,000	\$114,807	\$143,508	\$215,263
Poole College of Management	Marketing	Professor	\$171,171	\$213,963	\$427,926	\$176,890	\$221,113	\$442,225
		Associate Professor	\$128,239	\$160,299	\$280,524	\$131,864	\$164,830	\$288,453
		Assistant Professor	\$122,003	\$152,504	\$228,756	\$126,058	\$157,572	\$236,359
Poole College of Management	Operations Management	Professor	\$178,127	\$222,658	\$445,317	\$184,178	\$230,222	\$460,444
		Associate Professor	\$135,685	\$169,606	\$296,811	\$141,148	\$176,435	\$308,762
		Assistant Professor	\$123,030	\$153,787	\$230,681	\$128,327	\$160,408	\$240,613
Poole College of Management	Organizational Behavior	Professor	\$155,171	\$193,964	\$387,927	\$155,820	\$194,776	\$389,551
		Associate Professor	\$121,016	\$151,270	\$264,722	\$113,573	\$141,967	\$248,441
		Assistant Professor	\$118,057	\$147,571	\$221,356	\$110,628	\$138,284	\$207,427
College of Natural Resources	Forest Biomaterials	Professor	\$96,429	\$120,536	\$241,072	\$96,852	\$121,064	\$242,129
		Associate Professor	\$74,639	\$93,299	\$163,274	\$73,903	\$92,379	\$161,663
		Assistant Professor	\$64,868	\$81,084	\$121,627	\$65,383	\$81,728	\$122,592
College of Natural Resources	Forestry & Environmental Resources	Professor	\$101,131	\$126,414	\$252,828	\$103,812	\$129,765	\$259,529
		Associate Professor	\$75,003	\$93,754	\$164,070	\$76,677	\$95,846	\$167,730
		Assistant Professor	\$65,030	\$81,287	\$121,931	\$66,794	\$83,492	\$125,239
College of Natural Resources	Parks, Recreation, and Tourism Mgmt	Professor	\$108,366	\$135,457	\$270,915	\$99,663	\$124,579	\$249,158
		Associate Professor	\$74,622	\$93,277	\$163,235	\$73,970	\$92,462	\$161,809
		Assistant Professor	\$63,035	\$78,794	\$118,191	\$63,702	\$79,628	\$119,442
College of Sciences	Applied Mathematics	Professor	\$116,459	\$145,574	\$291,148	\$122,671	\$153,339	\$306,678
		Associate Professor	\$77,371	\$96,714	\$169,249	\$83,060	\$103,825	\$181,694
		Assistant Professor	\$70,479	\$88,099	\$132,148	\$74,256	\$92,820	\$139,230
College of Sciences	Atmospheric Sciences	Professor	\$123,570	\$154,463	\$308,926	\$129,255	\$161,568	\$323,137
		Associate Professor	\$90,147	\$112,684	\$197,198	\$89,511	\$111,889	\$195,806
		Assistant Professor	\$72,453	\$90,566	\$135,849	\$74,770	\$93,462	\$140,193
College of Sciences	Biological Sciences	Professor	\$105,128	\$131,410	\$262,819	\$111,980	\$139,975	\$279,950
		Associate Professor	\$75,030	\$93,788	\$164,129	\$78,494	\$98,117	\$171,705
		Assistant Professor	\$65,134	\$81,418	\$122,126	\$68,122	\$85,153	\$127,729
College of Sciences	Biology	Professor	\$111,098	\$138,872	\$277,745	\$111,980	\$139,975	\$279,950
		Associate Professor	\$76,905	\$96,131	\$168,229	\$78,494	\$98,117	\$171,705
		Assistant Professor	\$65,886	\$82,357	\$123,536	\$68,122	\$85,153	\$127,729
College of Sciences	Chemistry	Professor	\$111,098	\$138,872	\$277,745	\$124,577	\$155,722	\$311,443
		Associate Professor	\$76,905	\$96,131	\$168,229	\$80,110	\$100,138	\$175,242
		Assistant Professor	\$65,886	\$82,357	\$123,536	\$69,886	\$87,358	\$131,037
College of Sciences	Genetics	Professor	\$122,411	\$153,013	\$306,027	\$112,332	\$140,414	\$280,829
		Associate Professor	\$78,603	\$98,254	\$171,944	\$86,573	\$108,216	\$189,378
		Assistant Professor	\$67,505	\$84,381	\$126,572	\$66,208	\$82,760	\$124,140
College of Sciences	Geology & Earth Sciences	Professor	\$119,776	\$149,720	\$299,441	\$111,605	\$139,506	\$279,013
		Associate Professor	\$87,406	\$109,257	\$191,200	\$78,841	\$98,551	\$172,465
		Assistant Professor	\$69,383	\$86,729	\$130,093	\$67,775	\$84,719	\$127,078

College/Division	Department	RANK	FY 2019 - 20 T/TT Faculty Salary Ranges			FY 2020 - 21 T/TT Faculty Salary Ranges		
			Minimum	Market Reference	Maximum	Minimum	Market Reference	Maximum
College of Sciences	Marine and Oceanographic Sciences	Professor	\$108,617	\$135,771	\$271,542	\$124,123	\$155,154	\$310,308
		Associate Professor	\$78,444	\$98,055	\$171,596	\$84,322	\$105,403	\$184,455
		Assistant Professor	\$65,750	\$82,188	\$123,282	\$69,925	\$87,407	\$131,110
College of Sciences	Mathematics	Professor	\$121,918	\$152,397	\$304,794	\$109,035	\$136,294	\$272,587
		Associate Professor	\$81,154	\$101,442	\$177,524	\$77,339	\$96,674	\$169,179
		Assistant Professor	\$67,469	\$84,337	\$126,505	\$67,824	\$84,780	\$127,171
College of Sciences	Microbiology	Professor	\$117,919	\$147,399	\$294,798	\$126,082	\$157,602	\$315,205
		Associate Professor	\$79,505	\$99,381	\$173,917	\$82,514	\$103,143	\$180,500
		Assistant Professor	\$67,179	\$83,974	\$125,961	\$69,467	\$86,834	\$130,251
College of Sciences	Physics	Professor	\$109,846	\$137,308	\$274,616	\$114,549	\$143,186	\$286,372
		Associate Professor	\$78,796	\$98,495	\$172,366	\$81,066	\$101,333	\$177,333
		Assistant Professor	\$68,658	\$85,822	\$128,733	\$71,543	\$89,428	\$134,143
College of Sciences	Statistics	Professor	\$120,248	\$150,310	\$300,621	\$121,847	\$152,309	\$304,618
		Associate Professor	\$81,696	\$102,120	\$178,710	\$86,335	\$107,919	\$188,858
		Assistant Professor	\$74,293	\$92,866	\$139,300	\$76,463	\$95,579	\$143,369
College of Sciences	Toxicology	Professor	\$130,929	\$163,661	\$327,321	\$127,566	\$159,457	\$318,914
		Associate Professor	\$85,773	\$107,216	\$187,628	\$86,748	\$108,435	\$189,762
		Assistant Professor	\$67,604	\$84,505	\$126,757	\$67,192	\$83,990	\$125,985
College of Textiles	Apparel / Textiles	Professor	\$97,735	\$122,168	\$244,337	\$94,472	\$118,090	\$236,179
		Associate Professor	\$72,559	\$90,699	\$158,723	\$69,866	\$87,332	\$152,831
		Assistant Professor	\$62,413	\$78,016	\$117,024	\$59,102	\$73,877	\$110,816
College of Textiles	Textile Sciences & Engineering	Professor	\$149,297	\$186,621	\$373,242	\$145,050	\$181,312	\$362,624
		Associate Professor	\$100,248	\$125,310	\$219,292	\$96,253	\$120,316	\$210,553
		Assistant Professor	\$81,694	\$102,117	\$153,175	\$82,166	\$102,708	\$154,062
College of Veterinary Medicine	Veterinary Medicine	Professor	\$136,483	\$170,603	\$341,206	\$144,659	\$180,823	\$361,647
		Associate Professor	\$107,091	\$133,863	\$234,260	\$110,839	\$138,549	\$242,460
		Assistant Professor	\$96,452	\$120,565	\$180,848	\$96,769	\$120,961	\$181,442
Division of Academic & Student Affairs	Music	Professor	\$86,437	\$108,047	\$216,094	\$89,318	\$111,647	\$223,294
		Associate Professor	\$64,610	\$80,763	\$141,335	\$65,735	\$82,168	\$143,795
		Assistant Professor	\$52,204	\$65,255	\$97,883	\$53,454	\$66,817	\$100,226
Division of Academic & Student Affairs	Health & Exercise Science	Professor	\$101,059	\$126,324	\$252,648	\$104,055	\$130,069	\$260,137
		Associate Professor	\$73,182	\$91,478	\$160,086	\$75,467	\$94,334	\$165,084
		Assistant Professor	\$61,179	\$76,474	\$114,711	\$63,154	\$78,943	\$118,414

*The FY 2020-2021 Faculty Salary Ranges were approved by Chancellor Woodson June 9, 2020.

Provost's Update/Academic Programs Notification

(Documentation follows; each new item begins with a title/signature page)

1. Change in Name of an Academic Department – Landscape Architecture to Landscape Architecture and Environmental Planning
2. Change in Degree Program Title – Master of Architecture to Master of Advanced Architectural Studies
3. New Accelerated Bachelor's to Master's degree program - Learning Design and Technology
4. Request to Deliver – Master of Engineering Management
5. Request to Discontinue - Graduate Certificate in Military Lands Sustainability
6. New Graduate Certificates
 - a. Business Leadership
 - b. Learning Analytics
 - c. Materials Informatics
 - d. Performance Based Earthquake Engineering
7. Memorandum of Agreement for 3+X Master's Program with:
 - a. Beijing Institute of Technology
 - b. Northeastern University
 - c. Sochow University
 - d. Shanghai University of Engineering Science

CIP Code Change - Master of Landscape Architecture

North Carolina State University Routing for On-Campus Approval of Other Degree Program Actions

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

Completed Proposal

Endorsed By:



Head, Department/Program

2/18/2020

Date

Recommended By:



Chair, College Curriculum Committee

2/18/2020

Date

Endorsed By:



College Dean

2/21/20

Date

Proposal moves to Undergraduate or Graduate office for routing

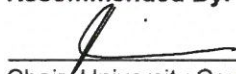
Recommended By:

Not applicable.

Vice Provost, DELTA (if DE degree/certificate)

Date

Recommended By:

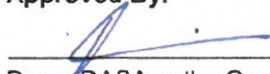


Chair, University Courses & Curricula Committee
or Administrative Board of the Graduate School

2/27/2020

Date

Approved By:



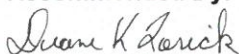
Dean, DASA or the Graduate School

2/27/2020

Date

Proposal moves to the Executive Vice Chancellor and Provost's office for routing

Recommended By:



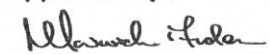
Duane K. Larick

5/15/2020

Council of Deans

Date

Approved By:



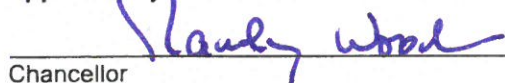
Warwick Arden

05/18/2020

Executive Vice Chancellor and Provost

Date

Approved By:



Chancellor

6/3/20



February 26, 2020

To: Dr. Warwick Arden, Provost
From: Dr. Mark Hoversten, Dean, College of Design
Subject: Recommend Departmental Name Change

A handwritten signature in black ink that reads "Mark E. Hoversten".

Proposed Program Name: *Department of Landscape Architecture and Environmental Planning*

Proposed effective date: January 6, 2020

Associated Proposed CIP code for courses: 03.0103 Environmental Studies

Prefix for courses: LAR (No change proposed)

Academic Organization: The College of Design

I recommend changing the name of the Department of Landscape Architecture to the ***Department of Landscape Architecture and Environmental Planning***. The department has made a compelling case that this new name better characterizes the academic content of their program, LAR Faculty expertise, and is reflective of the recent major professional shift in the field of the discipline.

Associated with the name change are two items: 1) a CIP code change (to **CIP Code of 03.0103 Environmental Studies** as it best represents the reality of the current curriculum, instruction and faculty expertise with our focus on Environmental Studies) and 2) minor changes to the curriculum (changes include refined course titles and course descriptions). There are no changes to the curriculum content; to the degree program; or the course prefixes. There are no additional resources requested.

Consultations with the department and school heads within the College of Design and from the Department of Forestry and Environmental Resources in the College of Natural Resources and the Associate Deans for Academic Affairs from all colleges were conducted. A concern was brought forward by Associate Dean Pasquinelli in CNR from an Academic Coordinator in the Department of Forestry and Environmental Resources. The concern was regarding students' and alumni's ability to discriminate between departments. The Head of the Department of Landscape Architecture believes the confusion between departments will be minimal as there is no degree or department of Environmental Planning in CNR and can also be mitigated through judicious program descriptors.

The departmental name change proposal highlights "the shift in the profession now focusing on design for the environment, human-nature interactions, and the provisioning (making available in preparation and planning for possible future events or situations) of ecosystem services. The MLA curriculum has been designed to support this professional shift providing instruction on the principles of ecology, environmental planning, and pollution control."

The ***Department of Landscape Architecture and Environmental Planning*** name better represents the contemporary professional practice and the department's current MLA curriculum.

February 25, 2020

To: Dr. Mark Hoversten, Dean, College of Design

From: Meg Calkins, FASLA, Department Head+ Professor, Department of Landscape Architecture

Subject: Departmental Name change request



Proposed Program Name: *Department of Landscape Architecture and Environmental Planning*

Proposed effective date: January 6, 2020

Associated Proposed CIP code for courses: 03.0103 Environmental Studies

Prefix for courses: LAR (No change proposed)

Academic Organization: The College of Design

Rationale for the departmental name change: We propose a departmental name change from the Department of Landscape Architecture to the ***Department of Landscape Architecture and Environmental Planning***. This new name better characterizes the academic content of our program, LAR Faculty expertise, and the recent major professional shift in the field of the discipline.

Associated CIP code change: We have proposed changing to **CIP Code of 03.0103 Environmental Studies** as it best represents the reality of the current curriculum, instruction and faculty expertise with our focus on Environmental Studies. The documentation and routing of the CIP code change request are being processed separately from this name change request.

Associated minor changes to the curriculum: We have made several minor changes to LAR courses (LAR 502, 507, 517, 521, 527, 540) to incorporate elements related to the principles of ecology, environmental planning, & pollution control into existing courses. These changes include refined course titles and course descriptions. The content exists in the curriculum currently but is obscured by the descriptions supporting design pedagogy and discipline-specific terminology.

Consultations and documentation of concerns. During this process, we contacted Dr. Gower, Professor and Head of the Department of Forestry and Environmental Resources the College of Natural Resources and the department and school heads within the College of Design (Professors Hill, Reider, and Liu). Each department head expressed that they had 'no concern.'

Consultations with the Associate Deans for Academic Affairs were also sought. Each Associate Dean expressed that they had 'no concern' except for Associate Dean Pasquinelli in the College of Natural Resources. Associate Dean Pasquinelli noted that within Forestry and Environmental Resources their Academic Coordinator and Lecturer Erin Champion expressed concern 'about the ability to discriminate among departments heard. I would propose a name change to the Department of Landscape Architecture and Planning would cause less confusion among the departments and disciplines.' I don't believe that students would be confused by this as there is no degree or department of Environmental Planning in Natural Resources, additionally, students don't seem to be confused that there is a concentration in Environmental Sciences in Environmental Design. I would also add that we specifically teach "environmental planning" not to be confused with "planning" which is a much broader profession. I believe the confusion Champion refers to can be mitigated through judicious language on our website and in departmental materials. Thus I do not see Champion's feedback as a barrier to our request.

Background: Over the past two decades, there has been a major shift in the academy and the practice of landscape architecture from the simple design of outdoor spaces by independent practitioners to transdisciplinary collaborative design, policymaking, and planning for the healthy interaction of human settlements with the environment. Landscape Architects are increasingly addressing the big problems of climate change, flooding, water quality, urban heat island impacts, pollution, and environmental and social justice.

These environmental imperatives necessitate a vastly different education than that of the past thirty years. Over the past decade, our MLA curriculum has been substantially redesigned to address these imperatives. Our courses address ecological issues, landscape design for the provision of ecosystem services, use of Geographic Information Systems to integrate human settlements within sensitive ecosystems, engineering courses to reduce impacts from increasingly intense storms and design of sites to reduce pollution, reduce urban heat island and provide ecosystem services even within highly urban areas.

Environmental planning is integrated with landscape architecture in all of our design studios (the foundation of our professional program) and many of our seminar courses. Additionally, our faculty research focuses on the impacts of nature on: human health and well-being; planning, design and policy for environmental disaster resilience; environmental and social justice; and the environmental and human health impacts of construction and building materials. Several LAR faculty have professional experience in Environmental Planning as well as advanced degrees in planning.

This shift in the profession focuses on design for the environment, human-nature interactions, and the provisioning (making available in preparation and planning for possible future events or situations) of ecosystem services. Our MLA curriculum has been designed to support this professional shift providing instruction on the principles of ecology, environmental planning, and pollution control.

**Change in Degree Program Title -
Master of Architecture to Master of Advanced Architectural Studies**

**North Carolina State University
Routing for On-Campus Approval of Other Degree Program Actions**

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

Completed Proposal

Endorsed By:

 ARCHITECTURE 12.02.19
Head, Department/Program Date

Recommended By:

 12/2/19
Chair, College Curriculum Committee Date

Endorsed By:

 12/2/19
College Dean Date

Proposal moves to Undergraduate or Graduate office for routing

Recommended By:

Not Applicable

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

Recommended By:

 3/26/2020
Chair, University Courses & Curricula Committee
or Administrative Board of the Graduate School Date

Approved By:

 4/7/2020
Dean, DASA or the Graduate School Date

Proposal moves to the Executive Vice Chancellor and Provost's office for routing

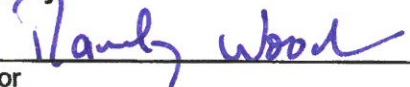
Recommended By:

 Duane K. Larick 5/15/2020
Council of Deans Date

Approved By:

 Warwick Arden 05/18/2020
Executive Vice Chancellor and Provost Date

Approved By:

 6/3/20
Chancellor

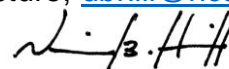
College of Design
Brooks Hall | Campus Box 7701
Raleigh, NC 27695

Office of the Dean | 919.515.8302
External Relations | 919.515.8313
Student Affairs | 919.515.8306
Fax 919.515.7330
www.design.ncsu.edu

Date: December 3, 2019

To: Dr. Peter Harries, Dean of the Graduate School, NC State University

From: David B. Hill, Professor and Head of the School of Architecture, dbhill@ncsu.edu



**RE: Proposal to Change in Degree Program Title from
Master of Architecture (M.Arch.) Track 2 to Master of Advanced Architectural
Design (MAAS)**

NAME-CHANGE JUSTIFICATION AND PROGRAM CONCEPT

The School of Architecture is proposing to change the name of its Master of Architecture (M.Arch.) Track 2 program to Master of Advanced Architectural Studies (MAAS). The School of Architecture currently offers the M.Arch. Track 2 program as a non-accredited post-professional degree.¹ However, the **National Architectural Accrediting Board (NAAB) is requiring all architecture schools to discontinue the use of “Master of Architecture” for all of their post-professional degrees.** Establishing the MAAS program will allow NC State to continue offering a post-baccalaureate, non-professional degree, and replace our current post-professional Master of Architecture program. As such, the new MAAS program structure will require no new space, equipment, or faculty resources. The program will achieve steady state in the first year it is offered. We are seeking a degree title name change because less than 25% of the curriculum will change when the program is converted to MAAS (see curriculum explanation below).

¹ The NAAB does not accredit post-professional degrees in Architecture. Our Bachelor of Architecture (B.Arch.) and Master of Architecture (Tracks 1 and 2) are NAAB-accredited professional degree programs. Our current post-professional Master of Architecture (Track 2) is not an accredited professional degree program.

The program is planned to advance goals of the College of Design, NC State University, and UNC system Strategic Plans. The program is endorsed by the School of Architecture's faculty, our professional advisory board, the College of Design's Curriculum Committee, and the Dean of the College of Design.

The proposed Master of Advanced Architectural Studies (MAAS) is an innovative and collaborative degree program that will provide students with opportunities to engage current and emerging trends in the architecture profession through specialized research. MAAS students will focus on research in one of four distinct areas already established as graduate certificates and concentrations in the NC State University School of Architecture: Public Interest Design (PID), City Design (CD), Energy and Technology (ET), and History and Theory (HT). The MAAS program will bring together cohorts in a collaborative setting, employing Design Thinking methods to address grand challenges in the built environment. The MAAS program will draw on existing faculty expertise and resources to enhance NC State's land-grant mission, its strong commitment to community engagement, and its legacy of technological innovation. The MAAS program will offer students a rich environment to pursue meaningful research questions to help shape future design practice.

The school's existing graduate certificates have been highly enrolled. The MAAS degree will capitalize on this student demand. It is an on-campus, full-time, 30-credit-hour advanced, research-intensive, degree program. It is designed for students who are seeking a specialized area of practice, a teaching career, or continued research and education in a Ph.D. or D.Des. program. The curriculum consists of directed research and independent courses, focus-area electives, and an Advanced Architectural Studies Project. The program will encourage and facilitate interdisciplinary work and emphasize the synthetic nature of design research. MAAS is designed to be completed in either two semesters plus one summer session, or three semesters.

Market trends in the architectural profession show a growing demand for expanded design services that require advanced research and collaborative skills. The profession is also responding to client demands for buildings that achieve higher performance metrics and provide more sustainable, resilient, equitable, healthy, and beautiful environments. The rapidly changing conditions of the architecture necessitate graduates with advanced degrees. Students graduating with a MAAS degree in one of its specialized areas will enter the workforce more prepared for the complexities of professional practice, and they will have a competitive advantage over other applicants. The changes in practice demand graduates with advanced research degrees who can lead the profession into the future.

We are requesting an effective date of fall 2021. In the interim, we have a teach-out plan in place for the M.Arch. Track 2 program. Current students will be able to complete their degrees within the time between now and fall 2021. We will not be eliminating any faculty or resources from the current M.Arch. Track 2 program because these resources will become available within the MAAS program. All current students will have access to faculty, staff, and other resources that are required to graduate.

CURRICULUM EXPLANATION

The School of Architecture is proposing to change its current Master of Architecture Track 2 program to the Master of Advanced Architectural Studies (MAAS) in order to remain in compliance with accreditation standards set by the National Architectural Accrediting Board (NAAB). The current M.Arch. Track 2 curriculum will undergo minor (less than 25%, 6 credits out of 30) changes as it is converted to the MAAS program curriculum.

The curricular changes are illustrated below. ~~Strikethrough~~ text indicates a course that will be eliminated. **Bold** text indicates new courses. Regular text indicates courses that will remain part of the curriculum. The new MAAS program will be the same number of credit hours (30) as the existing M.Arch Track 2. In total, we propose to eliminate one 6-credit course and replace it with two new 3-credit courses.

FIRST YEAR

Fall Semester:

- ~~• ARC 503 Advanced Architectural Design Studio* (6 credits)~~
- **ARC 698 ADVANCED ARCHITECTURAL STUDIES PROJECT (3 credits)**
- **ARC 682 DIRECTED RESEARCH (3 credits)**
- Architecture Elective** (3 credits)
- Arch. OR College of Design Elective** (3 credits)

Spring Semester:

- ARC 697 Final Project Research*** (3 credits)
- Architecture Elective** (3 credits)
- Arch. OR College of Design Elective** (3 credits)

SECOND YEAR

Fall Semester:

- ARC 598 Final Project*** (6 credits)
- Arch. OR College of Design Elective** (3 credits)

~~* The studio assignment will be determined by the School of Architecture prior to the semester start.~~

** Architecture Electives: 18 credits may include 6 credits taken from 400 level or above courses offered within the College of Design with LAR, ID, GD, A+D, D, or DDN prefixes. ARC courses must be at the 500 level or above.

*** Students must take ARC 697 Final Project Research as 3 credits of Architecture Elective and ARC 598 Final Project in the last semester.

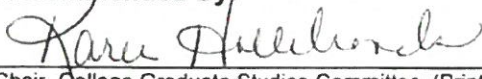
**Accelerated Bachelor's to Master's Degree Programs
Department of Teacher Education & Learning Sciences
Programs in Learning Design & Technology
North Carolina State University**

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

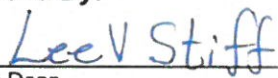
Endorsed By:

 John K. Lee 11/19/19
Head, Department/Director of Graduate Program (Printed Name and Signature) Date

Recommended By:

 Karen Hollebrands 11/19/19
Chair, College Graduate Studies Committee (Printed Name and Signature) Date

Endorsed By:

 Lee V. Stiff 4/19/19
College Dean (Printed Name and Signature) Date

Recommended By:

 Thomas K. Miller III 4/7/2020
Vice Provost, DELTA (if DE degree) (Printed Name and Signature) Date

Approved By:

 Peter J. Herries 2/18/2020
Dean of the Graduate School (Printed Name and Signature) Date

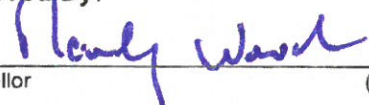
Recommended By:

 Duane K. Larick 3/6/2020
Dean's Council (Printed Name and Signature) Date

Approved By:

 Warwick Arden 04/07/2020
Executive Vice Chancellor and Provost (Printed Name and Signature) Date

Approved By:

 Randy Wood 4/16/20
Chancellor (Printed Name and Signature) Date

Accelerated Bachelor's to Master's Degree Programs
Department of Teacher Education & Learning Sciences (TELS)

Proposed by Faculty in the Learning Design & Technology Program
(currently offering M.Ed., M.S., and Ph.D. concentration)

I. Introduction

The undergraduate Learning Design & Technology (LDT) concentration under the Education General Studies (EGS) degree plan within the Department of Teacher Education & Learning Sciences (TELS) wants to encourage exceptional undergraduate students to enroll in the related LDT master's degree by taking advantage of the Graduate School's Accelerated Bachelor's to Master's (ABM) program. The proposed ABM program would permit double counting of 12 graduate-level credits towards both the bachelor's of science (B.S.) and master's (M.Ed. or M.S.) degrees. With this structure, students could obtain both a B.S. and master's degree within five years (M.Ed.) to 5.5 years (M.S.) from the start of their B.S. program. This represents a potential reduction of two to three semesters at the graduate level.

The undergraduate program in this proposal was recently approved in fall 2019 through an action as a sub-plan under the Education General Studies (EGS) degree plan. This Learning Design & Technology sub-plan is a non-licensure program that aims to prepare graduates interested in instructional design and development careers rather than teaching. As most careers in this field require a master's degree, we are encouraging all students to consider a master's degree, and well qualified students to take advantage of the proposed ABM program.

The undergraduate program coordinator for Learning Design & Technology will work closely with participating students to administer the ABM program, from application processing to guiding admitted students towards successful completion, ensuring requirements for both degrees will be fulfilled appropriately. The proposed ABM program would follow the Graduate School ABM Guidelines.

II. Degree Programs Involved

Undergraduate Program:

Education General Studies, Sub-Plan in Learning Design & Technology

Graduate Programs:

Master of Education (M.Ed.) in Learning Design & Technology

Master of Science (M.S.) in Learning Design & Technology

Proposed ABM Programs:

Accelerated Bachelor's to Master's in Learning Design & Technology

III. Proposed Effective Date: August 2020

An effective date of August 2020 will help this brand new undergraduate sub-plan to better recruit future students by offering the option of a reduced-time master's program, and help to better educate these future students about eligibility requirements for the ABM program (e.g., need to have a 3.50 GPA at the time of admission to the ABM program and then to maintain it).

IV. Program Eligibility

- Only students in the Learning Design & Technology (LDT) sub-plan of Education General Studies are eligible to apply for this particular ABM program. Undergraduates are encouraged to enroll or transfer into the LDT sub-plan by the end of their freshmen year, as recommended courses in design,

entrepreneurship, and technology begin in earnest during the sophomore year (see courses highlighted in blue in the semester-by-semester display).

- Undergraduate students may apply for the ABM program once they have completed a minimum of 75 credit hours in their B.S. program, and before they have earned 96 credit hours, including credits earned from advanced placement. Students must apply before completing the B.S. degree, and ideally during the junior year, so 12 credits of 500-level graduate courses taken during the senior year can be applied to both degrees, assuming acceptance into the ABM program.
- Transfer students must have completed a minimum of two semesters as a full-time student at NC State, with a minimum of 24 credit hours taken out of the total 120 hours required for the B.S.
- Students must have a minimum accumulated grade point average (GPA) of 3.50/4.00 at NC State. Students below this threshold may still be eligible to enter the regular (non-accelerated) master's degree program in Learning Design & Technology which requires, among other elements, a minimum 3.00 GPA for unconditional admission.

V. Application Process

- A prospective student who meets the eligibility requirements should schedule an initial meeting with the LDT undergraduate program coordinator by the end of their junior year.
- The student and program coordinator will develop an ABM plan of work noting 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 the departmental 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 LDT during the semester they will complete their undergraduate degree. The standard application for the LDT master's program consists of a statement of purpose, resume, transcripts, and three recommendations, to be supplemented for ABM applicants with the ABM plan of work. This application to the Graduate School will constitute a formal application to the ABM program in LDT. LDT program faculty will review and approve applications for the program.
- Students must complete the B.S. degree prior to formal enrollment in the LDT master's degree.

VI. Curriculum Requirements

500-level courses that may be taken during the senior year and double-counted include:

*ECI 511, Introduction to Learning Design & Technology

ECI 512, Emerging Technologies for Teaching and Learning

ECI 513, Teaching & Learning with Digital Video

ECI 514, Developing and Delivering Online Instruction

*ECI 515, Cultural Investigations and Technical Representations in Education

*ECI 516, Design & Evaluation of Instructional Materials

*ECI 517, Theoretical Foundations of Advanced Learning Environments

ECI 518, Digital Learning Program and Staff Development

ECI 519, Special Topics in Learning Design & Technology

*we recommend students take these four "core" courses first in the senior year, starting with ECI 511, but if scheduling does not allow, other listed courses can be substituted

The four courses we recommend students take in the senior year include those designated as "core" courses for the program: ECI 511 (orientation course to master's program, set up program portfolio), ECI 515 (cultural foundations), ECI 516 (instructional design foundations), and ECI 517 (theoretical foundations). These four courses along with the capstone ECI 652 course comprise the "core" for the program and are required for graduation. If a student cannot take these first four core courses during the senior year due to scheduling, it is fine to take them during the +1 year, but the ECI 511 orientation course should be taken as soon as possible, ideally the senior year. ECI 652 is to be taken as the last

course in the program (second semester of +1 year). This course is considered a capstone in which students take on a practical internship type experience and finalize their program portfolio.

If the student completes 12 credit hours of double-counted 500-level courses in the senior year, the additional requirements for the graduate degree are:

- M.Ed., 18 credit hours, including three credit hours of the ECI 652 program capstone course (field-based applications of LDT)
- M.S., 24 credit hours, including three credit hours of the ECI 652 program capstone course (field-based applications of LDT), and three credit hours of ECI 695 (master's thesis research)

Students are required to take all of the "core" courses for the program (ECI 511, 515, 516, 517, 652), otherwise they can take any mix of other available courses that best address their goals after graduation (ECI 512, 513, 514, 518, 519). There is no sequence to program courses, and they can be taken in any order, other than ECI 511 taken early in the program as an orientation course, and ECI 652 taken last.

In the event the student has less than 12 credit hours of double-counted 500-level courses in their senior year, they will need to take additional credit hours to reach program minimums (30 credit hours for the M.Ed., and 36 credit hours for the M.S.), to be reflected in the student's ABM plan of work.

VII. Requirements for Participation and Graduation

- Students must complete the B.S. degree prior to entering a master's program. Students in the ABM may not elect to bypass the B.S. degree.
- Students must receive a grade of B or better in the double-counted graduate-level courses. Courses with a grade of B- or below cannot be counted toward the graduate degree.
- No more than 12 credit hours may be counted toward the requirements of both degrees.
- Students must complete the master's degree within 12 months from the completion of the B.S. degree for a non-thesis M.Ed., and within 24 months for a thesis-required M.S. degree. If the master's degree is not completed within these time limits, none of the graduate credit obtained before receiving the B.S. degree can be counted toward the master's degree.

VIII. Progress Requirements and Ineligibility/Withdrawal

- Any student whose cumulative GPA drops below the established ABM program minimum requirements (3.50 cumulative GPA) upon graduation for the B.S. will be ineligible to continue in the ABM program and will only receive the B.S. degree.
- All ABM students must maintain a graduate GPA of at least 3.00 in all coursework being counted toward the master's degree, inclusive of courses taken as an undergraduate. Students may earn credit for courses in which they have received less than a B, but the overall GPA must remain at or above 3.00 to remain in good standing per Graduate School regulations.
- A student's graduate advisor and the departmental Director of Graduate Programs (DGP) must approve any courses that are substantially different from those submitted in the ABM plan of work and those changes must also be submitted to the Graduate School for approval. Failure to consult as indicated may result in the student being dismissed from the ABM program.
- A student may withdraw from the ABM program in LDT at any time by submitting written notification to the undergraduate program coordinator and graduate advisor. A copy of the notice should also be sent to the Graduate School after a student has submitted an application for graduate admission.

IX. Semester-by-Semester Plan for ABM Students

The following pages contain the semester-by-semester plan for the ABM curriculum. The courses shown in black text are generally required for the Education General Studies (EGS) parent degree plan, under

which resides the new concentration in Learning Design and Technology (LDT). As shown, many of the course requirements in this general curriculum are simply listed as “free elective,” “supporting elective,” “teaching field,” or unspecified GEP courses, presumably with specific courses to be selected by the student in consultation with their undergraduate advisor. The LDT concentration customizes the general EGS plan by recommending (in blue text) a more specific set of courses that will provide students with appropriate training in design, entrepreneurship, communication, and various educational technologies, as needed to obtain future work in instructional design type professions.

**Education General Studies: Learning Design & Technology Sub-Plan
Accelerated Bachelor's-Master's (ABM) Semester-by-Semester Display**

Freshman Year

FALL	CREDIT	SPRING	CREDIT
ENG 101 Acad Writing & Research ^H	4	HES Health & Exercise Studies Course ^E	1
PSY 200 Intro. to Psy. ^D	3	GEP Mathematical Sciences ^A	3
GEP Mathematical Sciences ^A	3	SOC 202 Prin. of Sociology ^D	3
Communications/Speech Elective ¹ (recommend COM 211 Argumentation and Advocacy)	3	Free Elective	3
HES Health & Exercise Studies Course ^E	1	Teaching Field ²	3
ED 100 Intro to Education	2	GEP Interdisciplinary Perspectives Elective ^{G,I,J} (recommend ANT 261, Technology in Society & Culture)	3
	16		16

Sophomore Year

FALL	CREDIT	SPRING	CREDIT
GEP Natural Science ^B (any, although BIT 100 might provide further context of technology in society)	3	GEP Natural Science ^B (recommend BIO 227, Understanding Structural Diversity through Biological Illustration)	4
Supporting Elective ³ (recommend D 100, Design Inquiry I)	3	GEP Interdisciplinary Perspectives Elective ^{G,I,J} (recommend D 101, Design Inquiry II)	2-3
Teaching Field ² (recommend ECI 201, Intro to Instructional Technology for Educators)	3	GEP Additional Breadth Elective ^{F,I,J} (recommend ST 311 Intro to Statistics)	3
History Elective ^{4,C,I,J} (region studies, any)	3	Literature Elective ^{9,C,I,J} (recommend COM 395 Studies in Rhetoric & Digital Media, or COM 200 Communication Media in a Changing World)	3
Free Elective	3	Free Elective	1
	15		13-14

Junior Year

FALL	CREDIT	SPRING	CREDIT
ELP 344 School & Society	3	PSY 376 Developmental Psy. ⁷	3
Supporting Elective ³ (recommend CSC 281 Foundations of Interactive Game Design)	3	Supporting Elective ³ (recommend TDE 205 Desktop Publishing and Imaging)	3
Teaching Field ²	3	Teaching Field ²	3
Teaching Field ² (recommend EI 201 Exploring Interdisc Entrepreneurial Thinking)	3	Teaching Field ² (recommend EI 331 Interdisc Entrepreneurial Thinking I: Skills & Planning Basics)	3
Advanced Writing Elective ⁶ (recommend ENG 331, Communication for Engineering and Technology, or ENG 332, Communication for Business and Management)	3	Education Elective (recommend STS 214 Intro to Science Technology & Society)	3
		Free Elective (recommend SLC 250 Critical and Creative Decision Making Models)	3
	15		18

Senior Year

FALL	CREDIT	SPRING	CREDIT
EDP 304 Educational Psychology	3	Free Elective (recommend HA 240 Intro to Visual Culture)	3
Free Elective (recommend GC 420 Visual Thinking)	3	Teaching Field ² (recommend 500-level instructional/media design courses in LDT master's core, i.e., ECI 511, 515, 516, 517)	3
Free Elective (recommend AEE 325 Planning and Delivering Non-Formal Education)	3	Teaching Field ² (recommend 500-level instructional/media design courses in LDT master's core, i.e., ECI 511, 515, 516, 517)	3
Supporting Elective ³	3	Teaching Field ² (recommend 500-level instructional/media design courses in LDT master's core, i.e., ECI 511, 515, 516, 517)	3
Teaching Field ² (recommend 500-level instructional/media design courses in LDT master's core, i.e., ECI 511, 515, 516, 517, preferably ECI 511 orientation course first)	3		
	15		15

Master's +1 Year, M.Ed. Track (note, eligible students with 3.5 undergraduate GPA can double-count 12 hours from B.S. toward a Master's degree; 18 new hours completed in year 5 to meet 30-hour M.Ed. requirements)

FALL	CREDIT	SPRING	CREDIT
Students select from 500-level instructional/media design courses in LDT master's program (i.e., ECI 511, 512, 513, 514, 515, 516, 517, 518, 519)	3	Students select from 500-level instructional/media design courses in LDT master's program (i.e., ECI 511, 512, 513, 514, 515, 516, 517, 518, 519)	3
Students select from 500-level instructional/media design courses in LDT master's program (i.e., ECI 511, 512, 513, 514, 515, 516, 517, 518, 519)	3	ECI 652 Field-Based Applications of Learning Design & Technology	3
ECI 546 New Literacies and Media	3	ECI 502 Technology Program Evaluation	3
	9		9

Master's +1.5 Year, M.S. Track (note, eligible students with 3.5 undergraduate GPA can double-count 12 hours from B.S. toward a Master's degree; 24 new hours completed in years 5-6 to meet 36-hour M.S. requirements)

FALL	CREDIT	SPRING	CREDIT
Students select from 500-level instructional/media design courses in LDT master's program (i.e., ECI 511, 512, 513, 514, 515, 516, 517, 518, 519)	3	ECI 652 Field-Based Applications of Learning Design & Technology	3
ST 511 Statistical Methods for Researchers I	3	ST 512 Experimental Statistics for Biological Sciences II	3
ECI 546 New Literacies and Media	3	ECI 502 Technology Program Evaluation	3
	9		9
SUMMER	CREDIT	FALL/SPRING	CREDIT
Students select from 500-level instructional/media design courses in LDT master's program (i.e., ECI 511, 512, 513, 514, 515, 516, 517, 518, 519)	3	ECI 699 Master's Thesis Preparation	*3, if needed
ECI 695 Master's Thesis Research	3		
	6		3

**M.S. students may take one extra semester of master's thesis preparation, if they do not complete thesis requirements in fall*

Minimum Hours Required for Undergraduate Graduation: *K 120

Minimum Hours Required for ABM Bachelor's + M.Ed. Graduation: 138

Minimum Hours Required for ABM Bachelor's + M.S. Graduation: 144

Major/Program Footnotes

1. Choose a Communications/Speech Elective from COM 110, 146, or 211.
2. Teaching Field classes are chosen from the subject specific areas of interest and approved by advisor.
3. Supporting Education, Psychology, Sociology, or advisor-approved elective.
4. Choose History Elective from AFS 275, 276; HI 205, 207, 208, 209, 210, 215, 216, 221, 222, 233, 251, 252, 263, 264, 270, 275, 276; HON 290, 293
5. Choose from ECI 205, EMS 203, or EOE 207
6. Choose from ENG 201, 215, 272, 287, 288, 289, 323, 331, 332, 333
7. PSY 475 or 476 may be taken instead.
8. PSY 307, 311, 312, 340; SOC 203, 205, 311, 402, 418 may be taken instead.
9. Choose course from the approved GEP Humanities list/* 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

<https://oucc.dasa.ncsu.edu/general-education-program/>.

- A. Mathematical Sciences (6 credit hours – one course with MA or ST prefix) Choose from the University approved GEP Mathematical Sciences course list.
- 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.
- 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 of 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: PSY 200, SOC 202
- E. Health & Exercise Studies (2 credit hours – at least one 100-level Health & Exercise Studies Course) Choose from the University approved GEP Health & Exercise Studies 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 X Mathematical Sciences/Natural Sciences/Engineering
- G. Interdisciplinary Perspectives (5-6 credit hours) Choose from the University approved GEP Interdisciplinary Perspectives course list.
- 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 list as meeting the U.S. Diversity (USD) co-requisite. The following course(s) completed as part of the Major requirements may fulfill this requirement: See History and Literature Elective
- J. Global Knowledge (GK) Choose from the University approved GEP Global Knowledge course list or choose a course identified on the approved GEP course list as meeting the Global Knowledge (GK) co-requisite. The following course(s) completed as part of the Major requirements may fulfill this requirement: See History and Literature elective
- K. Foreign Language Proficiency – Proficiency at the FL 102 level is required for graduation

**Request to Deliver for
Master of Engineering Management
North Carolina State University**

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

Endorsed By:

Julie L. Swann [Signature] 11/15/19
Head, Department/Director of Graduate Program (Printed Name and Signature) Date

Head, Department/Director of Graduate Program (Printed Name and Signature) Date

Recommended By:

RANI RANITHAN [Signature] 11/15/19
Chair, COE Graduate Studies Committee (Printed Name and Signature) Date

Chair, PCOM Graduate Studies Committee (Printed Name and Signature) Date

Endorsed By:

Douglas L. Reaves [Signature] 11-18-2019
College Dean/(COE) (Printed Name and Signature) Date

College Dean (PCOM) (Printed Name and Signature) Date

Recommended By:

[Signature] Thomas K. Miller III 5/7/2020
Vice Provost, DELTA (if DE degree) (Printed Name and Signature) Date

Approved By:

Peter J. Harries [Signature] 5/4/2020
Dean of the Graduate School (Printed Name and Signature) Date

Recommended By:

Duane K. Larick Duane K. Larick 5/29/2020
Dean's Council (Printed Name and Signature) Date

Approved By:

[Signature] Warwick Arden 5/29/2020
Executive Vice Chancellor and Provost (Printed Name and Signature) Date

Approved By:

Randy Wood [Signature] 6/10/20
Chancellor (Printed Name and Signature) Date

UNIVERSITY OF NORTH CAROLINA
REQUEST TO DELIVER
EXISTING DEGREE PROGRAM – NEW DELIVERY MODE OR SITE

Date: 25-October, 2019

Constituent Institution: North Carolina State University

Is the program a joint degree program? Yes_____ No_____

Joint Partner campus _____

Title of Authorized Program: Master of Engineering Management Degree Abbreviation: MEM

CIP Code (6-digit): 15.1501 Level: B M X I D

CIP Code Title: Engineering/Industrial Management

Proposed term to enroll students in alternate delivery method: term Fall year 2020

Provide a brief statement from the university SACSCOC liaison regarding whether the new delivery mode does or does not constitute a substantive change.

Identify the objective of this request (select one or more of the following)

- ☐ Add on campus delivery
- ☒ Add online delivery; Maximum percent offered online 100%
- ☐ Program will be listed in UNC Online
- ☐ One or more online courses in the program will be listed in UNC Online
- ☐ Add site-based delivery (list new sites below; add lines as needed)
- ☐ Instructor present (off-campus delivery)
- ☐ Instructor remote (site-based distance education)

Site #1

(address, city, county, state)

Site #2

(address, city, county, state)

Site #3

(address, city, county, state)

Supply basic program information needed for UNC Academic Program Inventory (API), UNC Online

Minimum credit hours required 30

Expected number of full-time terms to completion 3

I. Justification for New Delivery Mode

1. Description and Purpose.

- a. Provide a 250-word or less description of the proposed program, including target audience, delivery method, hours required, program core and concentrations (if applicable), opportunities for which graduates will be prepared, and other special features. For online programs, describe whether the delivery is synchronous with an on-campus course, partially synchronous, asynchronous, other, and using what platform(s).

The MEM online program is designed to meet the needs of professionals by both deepening their science and/or engineering abilities while broadening key management skills. Engineering Management degree provide graduates the skills necessary to manage and succeed in today's complex engineering environments. The program will target working professionals currently not served by the full-time resident MEM Program. These individuals are in the local, national and global community and are looking to advance their education but, due to family or employment commitments, are unable to participate in a full-time resident program. The online program will provide schedule flexibility and remote access so students can earn a master of engineering management degree from a nationally recognized program in 2 to 3 years. The majority of the courses in the online program will be delivered by capturing live campus courses and delivering them in an asynchronous online format. Further, each class will include dedicated online office where students can interface directly with the faculty member and graders. This hybrid format allows instructors to more naturally interact with students, creating a more engaging experience for the online students. Similar to the full-time resident program, the online program will require 30 credit hours to complete. The program will have a core curriculum with a number of specialization concentrations.

- b. How does the proposed delivery mode align with system, institutional and unit missions and strategic plans?

The program supports the goals of NC State's, the College of Engineering and the Department of Industrial and Systems Engineering's strategic plan:

- 1. Enhance student success: The online format will provide access and flexibility to earn a degree from a nationally recognized program that will enable graduates to advance their professional opportunities.**
- 2. Invest in faculty: Expanded opportunities to engage with graduate students will allow us to attract and retain research-oriented faculty and expand existing skills.**
- 3. Support interdisciplinary scholarship: N/A**
- 4. Pursue organizational excellence: The online courses will provide students flexibility to complete either online and/or campus course format. With the use of**

the campus courses to create the online content the department will create efficiencies in the delivery of graduate courses. It is expected that the online format will complement the campus format program.

5. **Engage locally and globally:** An online program will allow access to working professionals in the Research Triangle, national and global community who are looking to advance their education while continuing employment, which should be valuable to many regional, national and global companies.
6. Student demand. Provide documentation of student demand for the new delivery mode. Directly address the extent to which students will be drawn from a pool of students not previously served by the existing program.

We examined data from the US Bureau of Labor and Statistics (BLS), using the Occupational Outlook Handbook. We looked at the employment projects for each engineering area, which indicated the total and percentage change projected from year 2018 to year 2028.

For the Industry Title with the word “management” other than management training. The exact titles used were “Management, scientific, and consulting services” (line item) and “Management of companies and enterprises” (summary). For all of the engineering disciplines, BLS projected an increase in employment for managers, with a range of 6.7% increase to 21.5% increase for each type of engineer. This is a minimum increase of 3000 jobs yearly with that title alone. The overall employment of engineers was also expected to increase, with an estimated increase of more than 78,000 jobs in 2028 compared to 2018. The overall total number of engineering jobs in 2028 was projected as more than 1.4 million.

In addition to the analysis using the data from BLS, the director of Engineering Online has reported that she regularly receives requests from individuals interested in an Engineering Management. Several military branches such as the Army and the Navy send active duty personnel to schools with an Engineering Management degree. Currently those students do not have a certified option at NC State. Finally, this degree will enable the College of Engineering to recruit other active duty military students from career fields such as Acquisitions that we haven’t been able to previously.

7. Unnecessary duplication. List similar programs offered by other North Carolina institutions (public or private), including enrollments and delivery method. In cases where other UNC institutions provide similar online, site-based distance education, or off-campus programs, include evidence regarding how the proposed program meets unmet need. Discuss collaborative opportunities with these programs.

In the state of North Carolina, Duke University and UNC-Charlotte offer masters degrees in Engineering Management. Duke’s program is offered both via on-campus and distance modes. The Duke program had well over 700 applicants for the current class with 115 enrolling between the two delivery modes. UNC Charlotte’s program is offered via distance education and has a current class of 58 students (24 full time and 34 part time).

Based on the data from the Student Demand section above, there will be unmet need. More importantly, the focus of this program allows for specialization through concentrations in areas not covered by either program. The MEM Director of Graduate Programs will consider transfer credit from both Duke University and UNC Charlotte on a case by case basis so that NC State students can take a course that is offered by those institutions that is not offered by ours.

8. Enrollment. Estimate the total number of students that would be enrolled in the program during the first year of operation and in each delivery mode (campus, online, site - add lines as needed):

Delivery Mode_Campus_ Full-Time __20__ Part-Time __0__
Delivery Mode_Online__ Full-Time __0__ Part-Time __15__

Estimate the total number of students that would be enrolled in the program during the fourth year of operation and in each delivery mode (campus, online, site - add lines as needed):

Delivery Mode_Campus_ Full-Time __35__ Part-Time __0__
Delivery Mode_Online__ Full-Time __0__ Part-Time __78__

9. Resources.

- a. Are new faculty, staff, library, facility/equipment, or other resources required to deliver the program? If so, explain the need and, using the template provided, estimate the costs and sources of funds to provide resources needed.

Most of the courses in the program are already offered via DE through Engineering Online and DELTA using classroom capture technology for the existing campus courses for delivery to the online program. This approach has been very successful for existing online NCSU programs for many years. For those not already offered DE, they are currently scheduled to be.

- b. Discuss how the new delivery mode will impact the workload of existing faculty.

As mentioned above, most of the courses in the program are already offered via DE through Engineering Online and DELTA with the additional compensation and cost of resources already covered. Those courses not currently offered through DE are already being taught to on campus sections and will be delivered in DE classrooms for content capture.

- c. (site-based distance education and off-campus delivery only) If the institution has not previously delivered a degree program at this site, briefly describe the facilities, infrastructure, and arrangements and how they meet the needs of the program.

N/A

10. Delivery Considerations. Provide assurances of the following (not to exceed 250 words per lettered item):

- a) *Access* (all programs). Students have access to academic support services comparable to services provided to on-campus students and appropriate to support the program, including admissions, financial aid, academic advising, delivery of course materials, and placement and counseling.

Similar to the campus program the online program will charge a premium tuition to support admissions, financial aid, academic advising, delivery of course materials, and career services. Services will be provided through multiple mediums – online, email, phone calls, in-person and virtual technology (e.g., Google Hangouts). The existing infrastructure will be used as a platform to provide the services.

- b) *Curriculum delivery* (online and site-based distance education only). The distance education technology to be used is appropriate to the nature and objectives of the program. The content, methods and technology for each online course provide for adequate interaction between instructor and students and among students.

For the engineering courses in the curriculum, Engineering Online has a long history of delivering high quality captured video streamed to students in the class. Similarly, DELTA provides for the delivery of the statistics courses. For the management courses, the advent of the online MBA program has facilitated the development of start-of-the-art technology. This degree program plans to leverage existing course and faculty experiences with the online MBA program. Faculty will engage with students using the features of the technology – discussion forums, synchronous help sessions and virtual communication methods. Additionally, faculty will be available for in person meetings, phone calls and email exchange similar to our current full-time resident program.

- c) *Faculty development* (online and site-based distance education only). Faculty engaged in program delivery receive training appropriate to the distance education technologies and techniques used.

The bulk of the courses in this degree program and the faculty offering them already have a history of offering DE sections. The Engineering Online program provides support to faculty developing and offering online engineering courses. In addition, funds from the premium tuition will be allocated to support course and faculty development.

- d) *Security* (online and site-based distance education only). The institution authenticates and verifies the identity of students and their work to assure academic honesty/integrity. The institution assures the security of personal/private information of students enrolled in online courses.

NC State University's information technology provides state-of-the-art infrastructure to protect the privacy and confidentiality of faculty and student information. Secure web-based Duo authentication is mandatory to access NC State's internet services available to students and faculty. All students and faculty are required to use their campus user name and password to log into Moodle to verify their identities. A wide range of tools and approaches will be adopted to ensure the integrity of the online course offerings including:

- Using proctoring services to ensure integrity of class assignments.
- Using software tools such as Lockdown browser to limit students' access to supporting materials and extra resources during exams.
- Educating students about the academic integrity and the consequences if academic integrity is violated.

11. Contact. Provide the name, title, email address, and phone number of the person(s) responsible for planning this proposed program.

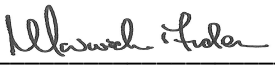
Name: Julie Swann

Title: Professor and Head, Industrial and Systems Engineering

Email: jlswann@ncsu.edu

Phone: 919.515.6423

This request to establish a new distance education degree program (or program site) has been reviewed and approved by the appropriate institutional committees and authorities.

Chief Academic Officer: 

Chief Academic Officer (Joint Partner Campus): _____

Request to Discontinue - Graduate Certificate in Military Lands Sustainability

**North Carolina State University
Routing for On-Campus Approval of Other Degree Program Actions**

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

Completed Proposal


Endorsed By:

 April 20, 2020

Head, Department/Program

Date

Recommended By:

 April 28, 2020

Chair, College Curriculum Committee

Date

Endorsed By:

Melissa Pasquinelli

Digitally signed by Melissa Pasquinelli
Date: 2020.04.28 16:27:44 -04'00'

College Dean

Date

Proposal moves to Undergraduate or Graduate office for routing


Recommended By:

Not applicable

Vice Provost, DELTA (if DE degree/certificate)

Date


Recommended By:


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

5/20/2020

Date

Approved By:

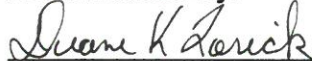

Dean, DASA or the Graduate School

5/20/2020

Date

Proposal moves to the Executive Vice Chancellor and Provost's office for routing

Recommended By:



Duane K. Larick

5/29/2020

Council of Deans

Date

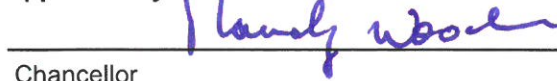
Approved By:

 Warwick Arden
Executive Vice Chancellor and Provost

5/29/2020

Date

Approved By:


Chancellor

6/10/20

UNIVERSITY OF NORTH CAROLINA
REQUEST TO DISCONTINUE
A DEGREE PROGRAM, SITE OR DELIVERY MODE

Date: April 19, 2020

Constituent Institution: NC State University College of Natural Resources, Dept. Forestry & Env. Resour.

Is the program a joint degree program? Yes ☐ No ☐

Joint Partner campus None

Title of Authorized Program: Grad Cert. Military Lands Sustainability Degree Abbreviation:

CIP Code (6-digit): Level: B ☐ M ☒ X ☐ D ☐

CIP Code Title:

If the degree program has associated UNC Teacher Licensure Specialty Area Codes that, upon this discontinuation, should be attributed to a different degree program, then complete the following:

UNC Teacher Licensure Specialty Area Code (one per line; add as needed)	Degree Program to Receive Specialty Area Code		
	Title	Degree awarded	6-Digit CIP

Term of Proposed Discontinuation (when new students will no longer be admitted):

term Spring year 2020

1. What type of program discontinuation is being requested? (if b/c/d, one or more can be selected)

- a) ☒ **Discontinue - Permanent.** (While course offerings already shared across degree programs may continue, the program components will not become a significant or distinct component of another program. Degree program is discontinued in full in Academic Program Inventory (API), including any approved off-campus sites and alternate means of delivery; requires action of Board of Governors)
- b) ☐ **Discontinue - Delivery.** Eliminate one or more delivery types and keep the program active.
- ☐ On-campus delivery of program

- _____ Online delivery of program
- _____ Site-based delivery of program
 - _____ Instructor present (off-campus delivery)
 - _____ Instructor not present (site-based distance education)
- c) _____ **Discontinue - Consolidate.** Program components will become a significant or distinct component in another degree program (e.g. concentration/track).
 - _____ Existing degree program (BOG approved)
 - Program title, degree, CIP _____
 - _____ New degree program (Request to Establish and BOG approval generally required)
 - Proposed program title, degree, CIP _____

If (b) is selected and sites are to be discontinued, please list them (add lines as needed).

Site #1

(address, city, county, state)

(date of site authorization by GA)

Site #2

(address, city, county, state)

(date of site authorization by GA)

Site #3

(address, city, county, state)

(date of site authorization by GA)

2. Explain why the program, site, or delivery mode is being discontinued.
- a. If the program, site or delivery mode addresses high priority needs, how will those needs be addressed by other programs? After two years of aggressive marketing including a web site, paid social media ads, participation in military base education fairs, and manning booths at numerous national professional meetings, we only recruited two students. There are apparently not high-priority needs that will go unmet.
 - b. Describe how affected parties (faculty, staff, students) will be informed of the impending closure and, where applicable, of any additional charges/expenses to students. The only two students to enroll have both graduated. There are no other students to notify
 - c. Describe steps to be taken to allow students enrolled in the program, site or delivery mode to complete their courses of study. There are no students enrolled to consider.

3. Discuss the reassignment of any faculty, staff and EHRA non-faculty, including number of each type of personnel to be reassigned. Three NCSU faculty taught certificate courses. Dr. Dennis Hazel who taught NR-510 and served as DGP retired after the Department Head chose to discontinue the certificate. Dr. Lou Addor continues to teach NR-511, one of the required courses which attracts many students apart from the certificate. Dr. Susan Moore who taught NR-512 has retired.
4. Discuss the discontinuation of the employment of any faculty, staff and EHRA non-faculty, including number of each type of personnel to be discontinued. See #3 above
5. Discuss reallocation or reduction of costs resulting from each discontinuation(s), including specific amounts related to each discontinuation. None.
6. Name, title, telephone, and e-mail of contact person for this notification of discontinuation:

Dr. Tom Gower, 919-515-3873, stgower@ncsu.edu

This request to discontinue a degree program, delivery mode, or site has been reviewed and approved by the appropriate institutional committees and authorities.

Signature of Chief Academic Officer: 

Signature of Chief Academic Officer (Joint Campus partner) _____

Graduate Certificate in Business Leadership North Carolina State University


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

Endorsed By:




Hans Sebastian Heese, April 8, 2020
Head, Department/Director of Graduate Program (Printed Name and Date)
Signature

Recommended By:



D. Scott Showalter, April 8, 2020
Chair, College Graduate Studies Committee (Printed Name and Date)
Signature)

Endorsed By:



Steven G. Allen 4/8/20
College Dean (Printed Name and Date)
Signature)

Recommended By:

Not applicable


Vice Provost, DELTA (if DE degree) (Printed Name and Date)
Signature)

Approved By:



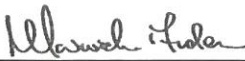
Peter J. Harries 4/9/2020
Dean of the Graduate School (Printed Name and Date)
Signature)

Recommended By:



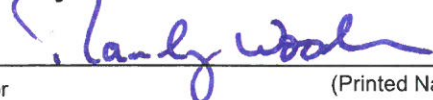
Duane K. Larick 5/15/2020
Dean's Council Signature) (Printed Name and Date)

Approved By:



Warwick Arden 05/18/2020
Executive Vice Chancellor and Provost Signature) (Printed Name and Date)

Approved By:



Randy Wood 6/3/20
Chancellor (Printed Name and Date)
(revised August 2015)

NC State University Certificate Proposal Form

Certificate Title: __Graduate Certificate in Business Leadership__

New: ☒

Revision: ☐

Classification of Instructional Programs (CIP) Discipline # (**6 digits**): __52.1003__

*Please ensure that you select the appropriate CIP code for your certificate program. Please consult this website for more information about CIP codes:

<https://nces.ed.gov/ipeds/cipcode/default.aspx?y=55>

Certificate Type:

On-Campus: ☒

Distance: ☐

On-Campus & Distance: ☐

Proposed Effective Date: __Fall 2020__

Director of the Certificate Program: __Leigh Shamblin__

Program Coordinator (if different from Director): __Jenny Champ__

Graduate Services Coordinator: __Kiresten Branch__

College: __Poole College of Management__

Department/Program: __Management, Innovation and Entrepreneurship__

Catalog Description:

The Graduate Certificate in Business Leadership is a one- to two-year program that is designed for working professionals. The program will instill in students the knowledge, skills, and drive to successfully lead organizations in today's complex world. Students will learn competencies related to what a successful leader is; what a successful leader does, and how to successfully deal with contingencies in a pragmatic way.

Enrollment:

Continuing

New

On-Campus

Yr. 1-0 Yr. 2-5 Yr. 3-5 Yr. 4-10

Yr. 1-5 Yr. 2-10 Yr. 3-15 Yr. 4-15

Distance

Yr. 1-0 Yr. 2-0 Yr. 3-0 Yr. 4-0

Yr. 1-0 Yr. 2-0 Yr. 3-0 Yr. 4-0

Attachments:

- ☒ Proposal Document
- ☒ Statement of other departments likely to be affected and summary of consultation with those departments
- ☒ Program-level assessment
- ☒ Campus Routing Form
- ☒ Signature Page

PROPOSAL DOCUMENT:
GRADUATE CERTIFICATE IN BUSINESS LEADERSHIP

Program justification

The Poole College of Management proposes the creation of a Graduate Certificate in Business Leadership (GCBL). The certificate program is designed to provide access to graduate training in managerial leadership to working professionals in the community with baccalaureate degrees.

The program supports these goals of NC State's strategic plan:

1. Enhance student success: Leadership skills are highly valued in today's labor market.
2. Invest in faculty: Expanded opportunities to engage with graduate students will allow us to attract and retain research-oriented faculty and share current research more broadly.

Description

The Graduate Certificate in Business Leadership is a one- to two-year program that is designed for working professionals. The program will instill in students the knowledge, skills, and drive to successfully lead organizations in today's complex world. Students will learn competencies related to what a successful leader is; what a successful leader does, and how to successfully deal with contingencies in a pragmatic way.

Who should enroll

Enrollment is open to the following:

- i) All full-time, part-time and on-line MBA students who wish to become more effective leaders in their organization
- ii) Lifelong education students, including managers, executives and entrepreneurs, who aspire to gain or improve their leadership skills

Benefits to enrolled students

- i) Self-leadership: effective communication, self-awareness, personal integrity, resiliency, critical thinking
- ii) Team-leadership: leading teams (including virtual and global teams), navigating culture, conflict negotiation
- iii) Organization-leadership: setting vision, creating an effective culture, decision making, leading through uncertainty and change

Program Structure

Management: The program will be housed in the Poole College of Management for administrative purposes. The DGP will be Professor Leigh Shamblin.

Curriculum: Students must complete 12 hours of courses with grades of B– or better in every course and have an overall GPA of at least 3.000.

Prerequisite

MBA 510 Critical Thinking for Managers (1 hour)

Required courses (4 hours)

MBA 530 Leading People (3 hours), which may also be completed as follows:

- MBA 531 Leading People (1 hour)
- MBA 532 Leading People 2 (2 hours)

MBA 539 Jenkins Leadership Challenge (1 hour)

Electives (8 hours) selected from the following options:

MBA 564 Business Relationship Management (3 hours)

MBA 533 Art and Science of Negotiation (3 hours)

MBA 534 Core Concepts of Human Capital Management (3 hours)

MBA 535 Leading Teams (1 hour)

MBA 537 Influencing Others (1 hour)

MBA 538 Women as Leaders (1 hour)

Admission requirements

Currently enrolled graduate students in PCOM must be in good standing and must submit an application to the certificate program that will be reviewed and approved by the coordinator. Students not attending NC State must have completed a baccalaureate degree as well as a minimum combined GPA of 3.0 in all prior undergraduate and graduate, where applicable, work for admission. Those with less than a 3.0 may be admitted provisionally. Provisionally admitted students must initially take MBA 510, 530 (or 531 and 532) and earn a grade of B (3.0) or better in all three to obtain full admission.

Standards for the certificate

Students must complete the required 12 credit hours with an aggregate GPA of 3.000 or higher. Credit toward the certificate in a particular course will be given only if a grade of B– or better is given in the course. All courses in the program must be taken for a letter grade. No transfer credits will be accepted in the program, and it must be completed within three years. A student may obtain more than one graduate certificate in a different field.

Relationship to admission to other degree programs:

Applicants will be notified in all applications and promotional materials that “Academic success might have a strong bearing on admission to a degree program BUT completion of a certificate program in no way guarantees entry into a graduate degree program, which is done through a separate application process.”

Graduate Faculty:

Full professors: Brad Kirkman, Roger Mayer

Associate professors: Paul Mulvey

Assistant professor: Patrick Flynn

Professors of practice: Leigh Shamblin, Beth Ritter

Responsibility for Administration and Resources

This certificate program will reside in the Department of Management, Innovation and Entrepreneurship in the Poole College of Management. The certificate director will be a faculty member from that department. Existing resources will be used to support the administration of this program.

The certificate director will

- Make all admission decisions to the certificate program
- Notify the Dean of the Graduate School of the student's completion of certificate requirements
- Function as liaison with academic departments and the Graduate School
- Convene faculty as needed to review the program and discuss possible changes in admission requirements and curriculum

Program or Policy Changes for this Certificate

Changes in the GCBL will be determined by the faculty and channeled through the appropriate departmental/college committees. Changes will be reported to the Graduate School.

Statement of other departments likely to be affected and summary of consultation with those departments

None

Learning Assessment

1. At the time they complete this certificate program, graduates are expected to
 - be satisfied with the usefulness of the certificate program in enabling them to achieve their professional goals
 - be sufficiently satisfied with the certificate program to recommend it to others with the same professional goals
 - be satisfied with the appropriateness of the courses in providing the knowledge or training they anticipate needing for their professional goals
 - be satisfied with the frequency and timeliness of the courses offered for the certificate
 - be satisfied with the quality of teaching in certificate courses
 - be satisfied with the overall educational experience of the certificate program

Metrics: Exit Survey administered by Graduate School

2. At the time they complete this program, graduates will have completed a significant leadership challenge activity and reflected on their growth as individual leaders

Metrics: Data collected in rubric administered by instructor in MBA 539 Jenkins Leadership Challenge

**Program: Graduate Certificate in Learning Analytics,
in Department of Teacher Education & Learning Sciences
College of Education
North Carolina State University**

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

Endorsed By:



05/16/20

Head, Department/Director of Graduate Program

Date

Recommended By:



5/16/20

Chair, College Graduate Studies Committee

Date

Endorsed By:



5/19/2020

College Dean

Date

Recommended By:



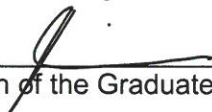
Thomas Kenan Miller III

6/5/2020

_ Vice Provost, DELTA (if DE degree)

Date

Approved By:



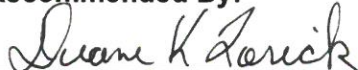
Peter Harries

5/18/2020

Dean of the Graduate School

Date

Recommended By:



Duane K. Larick

5/29/2020

Dean's Council

Date

Approved By:



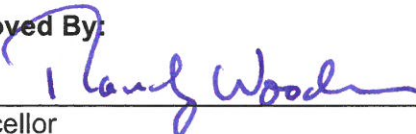
Warwick Arden

5/29/2020

Provost

Date

Approved By:



Chancellor

6/10/20

Date

(revised August 2010)

Proposal for a Online Graduate Certificate in Learning Analytics

Introduction

The proposed Graduate Certificate in Learning Analytics (GCLA) is a fully online, analytics-oriented, certificate program to be offered by the Department of Teacher Education and Learning Sciences in the College of Education at NC State. The creation of this program addresses a critical and current need in education as the use of learning technologies and digital resources, and as a consequence new sources of data, continue to expand. This program will provide foundational knowledge and hands-on experience in Learning Analytics (LA), a computational research methodology for understanding and improving learning and the environments in which it occurs. LA is a relatively new, rapidly growing research and teaching field with significant potential to improve digital learning environments. However, most education researchers and practitioners lack the requisite skills for applying these tools in their work. In response, the College of Education and Friday Institute for Educational Innovation are proposing a certificate program to help students gain a deeper understanding of the applications, methodologies, and tools of the field as they work with a variety of data sources and types.

The Emerging Research and Teaching Field of Learning Analytics

As highlighted in *Charting a Course for Success: America's Strategy for STEM Education*, the Committee on STEM Education (2018) both acknowledges the growth in and calls for the further expansion of digital teaching and learning platforms such as simulations, virtual environments, and mobile learning applications. Furthermore, the Committee argues that "federal agencies should continue to support research and development leading to new and improved digital platforms for teaching and learning and assess the scalability of successful pilots" (p. 27). This transition has made available new sources of data, providing researchers and practitioners new opportunities for understanding and improving learning and the environments in which it occurs. Data sources such as digital learning environments, administrative data systems, and sensors and recording devices are capturing both large quantities and new types of data, enabling researchers to examine detailed information on learning processes, combine data from multiple contexts, and conduct rapid cycles of testing and improvement (Alexander et al., 2019; Krumm et al., 2018).

In response, LA has emerged over the past decade as an interdisciplinary field encompassing Learning (e.g. educational technology, learning and assessment sciences), Analytics (e.g. visualization, computer/data sciences), and Human-Centered Design (e.g. usability, participatory design). Defined as the measurement, collection, analysis, and reporting of data about learners and their contexts, LA aims to help researchers and practitioners understand and optimize learning and the environments in which it occurs (Society for Learning Analytics Research, 2020). LA offers researchers new tools to study teaching and learning and provides educators with more timely, precise, actionable feedback.

LA is indeed proving to be a powerful approach for understanding and improving the digital learning contexts, while also examining persistent problems in education from new angles. Faculty and graduate students at NC State University's Friday Institute and College of Education, for example, have used fine-grained data of student interactions with digital learning environments to improve game-based learning approaches (Min et al., 2019; Park et al., 2019; Wu et al., 2019), gauge levels of student collaboration (Zakaria et al., 2019), monitor student creation student programming artifacts in real time (Akram et al., 2019; Emerson et al., 2019), understand 3-5 grade student writing and drawing in electronic science notebooks (Smith et al., 2014; Leeman-Munk et al., 2015), understand and improve professional learning networks (Kellogg et al., 2014, Ezen-Can et al., 2015), and inform professional development

course design (Moore, R. 2017; Creager et al., 2018; Creager, 2019).

Program Justification

The Need for Well-Trained Learning Analytics Researchers and Practitioners

The changing nature of education as a result of the new modes of learning requires not only that education practitioners rethink traditional approaches to teaching and learning, but also that researchers expand their approaches to gathering and using evidence in a digital world (Means & Anderson, 2013). Despite the rich opportunities for education research and practice afforded by the shift towards digital learning, very few programs in Learning Analytics or related fields (e.g. educational data science) currently exist and “most educational research programs do not require data literacy beyond a graduate statistics course” (Dede, 2016, p. 110). Summarizing findings from an NSF funded Computing Research Association workshop, Dede also noted the tremendous potential for data science to transform education and highlighted the need for training programs to build capacity in data science. Specifically, the author highlighted a need “to help scholars work with, understand, and appreciate the culture of data-intensive research” and for “supporting and growing a community of data-savvy education researchers” (p. 110).

While a growing number of general data science courses, bootcamps, and other offerings are helping to fill this capacity-building gap, these offerings are disconnected from the context of education and applications specific to teaching and learning. In the absence of education researchers trained in approaches used in fields like data science and business analytics, Means and Anderson (2013) note that the education community is instead drawing upon professionals from finance and health care to fill the void. In his book, *Learning Analytics Explained*, Sclater (2017) highlights a similar gap among education practitioners, particularly in settings that have begun to deploy innovative educational products. While recognizing the potential of Learning Analytics to help solve problems, educators lack an understanding of the different applications, logistics, and technologies to help address these problems.

The proposed GCLA will directly address this gap in a lack of trained education researchers needed to investigate teaching and learning from new angles, and to help practitioners improve instruction through more timely, precise, and actionable feedback. We anticipate that the Certificate program will become a portal through which a substantial number of participants may ultimately decide to apply and potentially transition to a M.S. degree program in Education such as the M.S. in Learning Design and Technology, having obtained analytical skills that can be applied in the context of a thesis study. Further, the four courses in this certificate program will be added to the Learning Design and Technology doctoral curriculum as a new specialization option that students in the doctoral program may choose to pursue (among other specialization options such as instructional design, digital media design, distance education, applied technology in the disciplines, and cultural and new literacies--12 credit hours required in a given area of specialization).

Comparable Certificate Programs at other IHEs within the University of North Carolina

Several Graduate Certificate programs exist in areas such as Data Science and Business Analytics within various institutions of the University of North Carolina system. However, no program is specific to the field of education and few have online access as the proposed NC State GCLA program. As highlighted in the previous section, the application of data science and analytic techniques to educational contexts demonstrates significant potential for improving education, yet there are few programs available across the country to help train education researchers and practitioners to help bridge this gap, and no programs within the UNC system specific to education. This program will be the first of its kind.

Institutions that offer non-education specific graduate certificates or a professional credential in analytics or data science for individuals beyond the bachelor's degree level include: Data Science Foundations certificate and Decision Analytics certificate at North Carolina State University (NCSU), Data Analytics & Decision Making at University of North Carolina Chapel Hill (UNC-CH), Data Science and Business Analytics at UNC-Charlotte (UNC-C), Data Science at Fayetteville State (FSU), Business Analytics at Appalachian State University (ASU), Business Analytics at East Carolina University (ECU), and Business Analytics at UNC-Greensboro (UNC-G). These peer programs vary in number of required courses, method of delivery, and length of time to completion.

Catalog Description for New Certificate Program

The goal of the Graduate Certificate in Learning Analytics (LA) is to increase the capacity of education researchers and practitioners to understand and improve learning and the contexts in which it occurs through new data sources and analytical approaches. Students will both deepen their disciplinary knowledge of LA methodologies, literature, applications, and ethical issues and develop technical proficiency with up-to-date analytic tools such as Tableau and R used to apply computational analysis techniques to real-world educational datasets.

Administration

The Certificate program will reside in the Department of Teacher Education and Learning Sciences (TELS), under the management of the Graduate Program in Learning Design and Technology that offers both Master's and Doctoral degree options.

Certificate Coordinator

Kevin Oliver, Ph.D., Professor and present Coordinator of the Learning Design and Technology doctoral program, will initially be appointed to coordinate the GCLA program. Responsibilities of the Certificate Coordinator will include:

- Approves all student admissions to the GCLA, based on admission requirements and consultation with faculty teaching in the certificate program
- Maintains correspondence with Certificate applicants and participants
- Verifies that program participants meet program completion requirements
- Serves as the Liaison with academic department and the Graduate School
- Develops and maintains web-based and print marketing materials for the GCLA
- Convenes faculty teaching in the certificate program as needed to consider policy changes
- Prepares Annual Report for TELS per request from Head

Admission Requirements

For applicants not currently enrolled at NC State, a baccalaureate degree is required with a GPA of at least 3.000 on a 4.000 scale in either the major field of study or a 3.000 derived from the last 60 credits of undergraduate study. Alternatively, students already holding a graduate degree from a regionally accredited college or university are eligible to apply. Applicants with less than a 3.000 GPA at the undergraduate level may be admitted provisionally if professional experiences, goals, and references are deemed high quality, with provisional admits required to earn a grade of B or better to remain enrolled;

Graduate students already enrolled at NC State must be in good standing and must submit an application to the Certificate Coordinator for review as detailed below.

Students who are admitted into the GCLA are entitled to the full protection of rights extended to any student at NC State. Reasonable accommodations will be made for students with verifiable disabilities who are registered with Disability Services for Students.

Projected Enrollment

Year 1 (10), Year 2 (15), Year 3 (20), Year 4 (25)

Application and Continuation Processes

An application for acceptance into the certificate program is required for all new applicants:

- Students not already enrolled at NC State must apply via the Graduate School application, found at <https://www.ncsu.edu/grad/applygrad.htm>. These applications will be reviewed by the Certificate Coordinator and faculty teaching in the certificate program, and require a \$25 application fee. The certificate application will require: (a) **resumé** that identifies educational preparation and professional employment and experiences, (b) **professional goals statement** indicating how the GCLA will enhance job performance or career development, and (c) **projected timeline for completing certificate requirements**. Faculty may request online interviews with applicants prior to making an admission decision.
- Students currently enrolled in an NC State graduate program should also provide directly to the Certificate Coordinator by email (kmoliver@ncsu.edu), items a, b, and c, listed in the prior bullet point, as well as the Graduate Student Certificate Plan Data Entry form, found at <https://grad.ncsu.edu/wp-content/uploads/2015/12/grad-cert-plan-data-entry.pdf>

Each semester before the enrollment window for courses in forthcoming semesters, the Certificate Coordinator will email students enrolled in the certificate program to announce future course availability and registration dates. All certificate students are expected to maintain continuous enrollment every semester (excluding summer sessions) until all course work is completed. Under unusual circumstances, a one-semester leave of absence will be granted if the student is unable to continue as a result of extenuating or hardship circumstances. In such cases, a written request must be submitted to the Certificate Coordinator before the beginning of the semester. Ultimately, approval for a one-semester leave rests solely with the Graduate School.

Program Completion Requirements

Completion of the GCLA requires a minimum overall GPA of 3.000 in the program. None of the courses may be taken “for credit only.” All GCLA requirements must be completed within the first three calendar years after the student begins the coursework. When all certificate coursework is satisfactorily completed, the student will be responsible for requesting that Registration and Records send an official NC State transcript to the Certificate Coordinator. The Certificate Coordinator will verify successful completion of the 12 credit hours, notify the Director of Graduate programs for the Department of Teacher Education and Learning Sciences, who will notify the Graduate School from which students will receive their certificate. The GCLA will be awarded, and the Certificate will be made available to the student in person or by mail.

Earning the Certificate While Enrolled as a Graduate Student at NC State

Students who are enrolled in a graduate degree in Learning Design and Technology at NC State (M.Ed., or M.S.) are eligible to earn the Graduate Certificate in Learning Analytics, but the 12 credit hours required for the certificate may add additional hours to a student's plan of work beyond that usually required (30 for M.Ed., 36 for M.S.). The curriculum plans for these M.Ed. and M.S. programs do not account for 12 credit hours in analytics, thus additional hours will likely be required to earn the certificate.

Students in the LDT doctoral program, however, can choose to complete the 12 hours for this certificate as one of several "specialization options" within the program, adding no additional hours to their plan of work to complete the certificate while en route to their doctoral degree. Courses must be satisfactorily completed with an earned grade of "B" or better to be accepted toward any master's or doctoral degree program in Learning Design and Technology.

Academic success might have a strong bearing on admission to a degree program but completion of a certificate program in no way guarantees entry into a graduate degree program, which is done through a separate application process. Courses within the GCLA *may* be applicable to other NC State graduate degree programs. However, the decision related to applicability/transferability is at the discretion of the faculty in each degree program.

Relationship of GCLA to Future Graduate Study at NC State

While academic success in the GCLA may have a bearing on admission to a graduate degree program, completion of the certificate program in no way guarantees entry into a future graduate degree program, which is done through a separate application process, and with a different set of criteria.

Program or Policy Changes for the Certificate Program

The Certificate Coordinator will engage faculty who teach in the certificate program in a process of ongoing review. The coordinator and program faculty will determine any necessary changes in the GCLA curriculum and related procedures. Substantive changes from the approved program will be reviewed, as appropriate, by the TELS faculty and the Graduate Studies Committee in the College of Education that will forward the revisions to the Graduate School.

Curriculum and Learning Assessment

The GCLA is composed of 12 credit hours of graduate-level coursework. No transfer credits from other institutions are allowed, nor are other NC State courses allowed to serve as substitutions for the courses listed below. The required core courses include the following:

- ECI 586, Introduction to Learning Analytics (3 credits)
- ECI 587, Machine Learning in Education (3 credits)
- ECI 588, Text Mining in Education (3 credits)
- ECI 589, Analyzing Learning Networks (3 credits)

Courses will be offered in the following sequence.

- Fall semester - ECI 586, Introduction to Learning Analytics (must take first, prerequisite)
- Spring semester - ECI 587, Machine Learning in Education
- Summer I semester - ECI 588, Text Mining in Education
- Summer II semester - ECI 589, Analyzing Learning Networks

A recommended course sequence to complete the certificate is ECI 586 in fall, ECI 587 in spring, and ECI 588 and 589 in the summer. Students may complete the program over two or three years, but will be expected to take all courses in the sequence described above, with ECI 586 serving as an orientation and prerequisite course that students must take first.

Consults related to each course have been solicited from relevant programs. Course actions have been initiated for each course using the numbering scheme above (ECI 586-589). ECI 586, Introduction to

Learning Analytics, has been taught as an ECI 519 Special Topics course since 2015 and will undergo some revision, serving as an introductory course with core concepts for the certificate. ECI 588 has also been taught previously as an ECI 519 Special Topics course. ECI 587 is currently under development and is scheduled to be taught Fall 2020 as an ECI 519 Special Topics course. ECI 589 will begin development in the Fall and will be taught in Spring 2021, presumably under its new course number.

Learning Outcomes Assessment Plan

Learning Objectives

The learning objectives for the Online Graduate Certificate in Learning Analytics are guided by the North Carolina State motto and mantra: *Think and Do*. The GCLA aims to have students 1) *think* deeply about Learning Analytics as an emerging discipline for understanding and improving learning, and 2) develop the technical skills necessary to *do* something with the knowledge gained.

Specifically, the broad goals for the GCLA are twofold:

1. **Disciplinary Knowledge.** Students will deepen their understanding of Learning Analytics as an emerging research and teaching field that aims to understand and improve learning and the educational contexts in which learning occurs.
2. **Technical Skills.** Students will develop proficiency with the processes, tools, and techniques necessary to help educational organizations and institutions apply Learning Analytics both ethically and effectively.

Outcomes & Assessment

The following learning outcomes are the cumulative product completing the Graduate Certificate in Learning Analytics program and are embedded in each course. Throughout the program, students will be able to:

1. **Conceptual Foundations:** Describe Learning Analytics as a discipline (e.g. history, concepts, theories, methodologies, stakeholders, legal and ethical issues) and how it has been applied to important problems, questions, and issues in education;
2. **Data Sources & Measures:** Identify and appropriately use educational data sources (e.g. learning management systems) and associated measures;
3. **Tool Proficiency:** Efficiently and effectively apply up-to-date software and tools (i.e. R Tableau, Gephi, etc.) to implement LA workflows for preparing, analyzing, and sharing data;
4. **Processes & Techniques:** Understand and apply analytic processes and computational techniques (i.e. data visualization, text mining, machine learning, and network analysis) in order to understand and improve learning and the contexts in which learning occurs; and,
5. **Communication:** Clearly communicate methods, analyses, findings, and recommendations that provide actionable insight into learning contexts for a range of education stakeholders.

Outcome	Evidence to be Collected	Source of Evidence	Frequency of Collection
1. Conceptual Foundations	Analysis of the assignments embedded in ECI 586, 587, 588, & 589 to ensure that students understand key	Student knowledge products (e.g. discussion forums, written summaries, blog posts, etc.)	Assessed throughout the course as part of each course unit

	terminology, concepts, and ideas		
2. Data Sources	Analysis of the assignments embedded in ECI 586, 587, 588, & 589 to ensure that students use data and measures appropriately	Student data products (e.g., analyses, reports, dashboards, etc.)	Assessed throughout the course as part of each course unit
3. Tool Proficiency	Analysis of the assignments embedded in ECI 586, 587, 588, & 589 to ensure that students have acquired desired proficiency on analytical software and tools to carry out a data analytic workflow	Student data products (e.g., tutorials, analyses, reports, dashboards, etc.)	Assessed throughout the course as part of each course unit
4. Processes & Techniques	Analysis of the assignments embedded in ECI 586, 587, 588, & 589 to ensure that students can apply appropriate processes and techniques	Student knowledge products (e.g. discussion forums, written summaries, blog posts, etc.) Student data products (e.g., analyses, reports, dashboards, etc.)	Assessed throughout the course as part of each course unit
5. Communication	Analysis of the assignments embedded in ECI 586, 587, 588, & 589 to ensure that students can communicate with clarity what they analyzed, how they did it, what they learned, and why it's useful	Student data products (e.g., analyses, reports, dashboards, etc.)	Assessed throughout the course as part of each course unit

Resources

Tuition and Fees

No fees will be charged over and above the normal costs of registering for NC State University graduate courses (as available through NC State websites for Registration and Records and Distance Learning). Analytics software utilized in certificate courses are either open source or freely available to use, so students will not incur significant software purchasing costs to take these courses. To the extent possible, freely available online tutorials and guides will be selected and utilized over fee-based textbooks, and

these are readily available for most course skills.

Faculty

GCLA required courses will be taught by tenure track and non-tenure track graduate-level faculty in the TELS Department. Each faculty member meets the eligibility requirements of the Graduate School related to teaching. No additional resources are required of the Department of Teacher Education and Learning Sciences for Dr. Jiang to regularly teach two of the four courses in the certificate, as she is on a two-two teaching load and will incorporate certificate courses into her expected teaching duties. Additional salary will be required of the Department of Teacher Education and Learning Sciences to buy time from the Friday Institute for Dr. Shaun Kellogg to teach two courses annually. However, the department expects course enrollments and tuition revenue to fully cover and surpass this minimal additional teaching cost.

Dr. Shaun Kellogg is a Director of Research and Evaluation at the Friday Institute for Educational Innovation, and Assistant Teaching Professor in the College of Education at NC State University. Dr. Kellogg's research and evaluation work employs mixed-methods to inform the design of online and blended-learning environments through an understanding of learners' perceptions of, and behavior within, these environments, and their impact on learner outcomes. Dr. Kellogg has developed and taught graduate level courses and workshops including an Introduction to Learning Analytics, Text Mining in Education, and Social Network Analysis, and leads the development work for a proposed Online Graduate Certificate in Learning Analytics.

Dr. Shiyan Jiang is an Assistant Professor of Learning Design and Technology in NCSU's College of Education with expertise in integrating digital literacy in STEM learning, such as in empowering K-12 Artificial Intelligence education with narrative modeling and supporting data science education with storytelling with data visualization. In addition, Dr. Jiang designs and studies technology-enhanced learning environments to facilitate the development of disciplinary identities and engage early adolescents in career exploration. Her work further focuses on exploring instructional and technology design for broadening participation in disciplinary practices and associated careers.

Statements from Other Departments Likely to be Affected and Summary of Consultation with Those Departments

The Department of Teacher Education and Learning Sciences has initiated consults with numerous departments, colleges, and institutes, to reduce the possibility of overlap in programming. The following entities were sent a one-page summary document describing the intended certificate program, as well as a short description of each course to be included in the program. These persons typically followed up with other program coordinators and directors who commented on any potential conflicts to resolve:

1. College of Education, Aaron Clark, Head of Department of Science, Technology, Engineering, and Math (STEM) (sought to inform any potential overlaps with Math Education programming)
2. College of Education, John Lee, Interim Head of Department of Educational Leadership, Policy and Human Development (ELPHD) (sought to inform any potential overlaps with Methods programming)
3. College of Sciences, Len Stefanski, Head of Department of Statistics (sought to inform any potential overlaps with Statistics programming)
4. College of Engineering, Greg Roethermel, Head of Department of Computer Science (sought to inform any potential conflicts with Computer Science programming)
5. Institute for Advanced Analytics, Michael Rappa, Director (sought to inform any potential conflicts with Analytics programming)

6. Poole College of Management, Dan McGurrin, Director of Executive Education (sought to inform any potential conflicts with tax analytics or business decision analytics certificates)

The following statements were received from the different entities contacted, with any necessary follow-ups and changes to the certificate plan noted:

Statements Received	Follow-Ups, Actions Taken (when necessary)
<p>1. STEM Education: A graduate certificate in data science exists, and a master's program in the Foundations of Data Science is in the process of going through the system. I expect the masters to be approved relatively soon. I would suggest that TELS contact Pierre Gremaud of the Graduate School. I would like to know if the group in TELS has worked with the data science initiative on campus and if they consulted with the Stats and CS folks to look at overlap with the online gc in data science foundations. This seems like it would be a certificate for people who want to have advanced computational research skills to apply to big educational data. I am not sure I like the name educational data science. Why not work with other certificate group to get optional courses added? I also wonder what prereqs there may need to be to enroll in some of these courses. Especially data wrangling and visualization has a real danger to be a bit meaningless if a student hasn't worked with bigger data before or understands basics of data analysis and graphing that would go into creating dashboards and visual displays.</p>	<p>Statistics and CS were consulted regarding potential overlaps with some topical overlaps noted in two course actions to be addressed by targeting the certificate toward educators specifically, including non-programming options for completing course projects to attract non-technical persons who would not likely enroll in or be served by Statistics/CS programs, and rebranding the certificate title from its initial focus on Data Science to a more specific focus on Learning Analytics as associated with the education field and education-specific organizations such as the Society for Learning Analytics Research (SoLAR). With respect to the comment of pertaining to working with big data sets, we have successfully run several of these courses and incorporated large educational datasets (e.g. user logs from learning management systems) without issue.</p>
<p>2. ELPHD: Faculty in ELPHD and other departments in the College of Education offer courses in educational resource methods. For example, while the college has courses on topics such as survey methods and inferential statistics, GCLA courses would further strengthen the skill sets of future students who take these courses. Also, since the courses are pitched at the 500 master's level, where there are no college methods courses available, they may be particularly useful to students in MS programs who cannot access 700-level college methods courses without special permission.</p>	<p>The courses in the proposed certificate program do not duplicate any other research methods course in the College of Education and would thus supplement rather than conflict with any research-oriented offerings available to M.S. thesis and Ph.D. dissertation students.</p>
<p>3. Statistics: Machine learning is generally [taught] with them mentioning supervised and unsupervised learning, also the data visualization piece as well. I don't think we do much with text mining or network analysis that I know of. They have the option of programming in R or non-programming described. Don't know if we want to claim R as our turf but we'd probably have a reasonably strong claim to it.</p>	<p>We have made much more explicit in our syllabi, and will do so in our promotional materials, the application of these approaches within educational contexts and for the purpose of understanding and improving learning and the contexts in which learning occurs. Given that R is used widely across the University (e.g. CS Dept., Institute for Advanced Analytics, Hunt Library, etc.), and that the emphasis is on the application of the techniques in educational</p>

	settings regardless of tool type (hence both programming and non-programming options offered for completing course projects), we have not made any changes in our plans with respect to the use of R and R Studio.
4. CS: I have consulted with our faculty in the Center of Educational Informatics, and based on their responses it appears that two of the four proposed courses, Machine Learning for Learning and Analyzing Learning Networks, have some overlap with the EDM course that Tiffany Barnes and Collin Lynch in our department have offered in the past and plan to offer again. This course was cross-listed in Education. Despite the overlap, our faculty agree that the proposed certificate, which is applied in nature and has non-programming options for completing course projects, targets an audience distinct from the group of students we serve, and did not raise any objections. Nevertheless, I encourage you to discuss with Drs. Barnes and Lynch to explore potential synergies.	We consulted with Tiffany Barnes, Professor of Computer Science and original course developer of the Educational Data Mining (EDM) course. While the course bears some similarities to the original Introduction to Learning Analytics Course, the certificate as a whole greatly expands upon topics introduced in the EDM course and the revamped course goes into much greater depth on data visualization. Overall, Dr. Barnes did not see any potential conflict or unnecessary overlap. In fact, Dr. Barnes inquired if CS student might be able to potentially enroll in courses for the certificate given that the EDM course runs only every other year. She also expressed interest in having the certificate courses cross listed with CS and potentially teaching some of the courses in the future.
5. IAA: No feedback was received from two separate inquiries.	N/A
6. Poole College of Management: Spoke with Daniel McGurrian by phone who mentioned some conceptual overlaps between our courses and courses in their level one series in which clients are building core skill sets in analytics (coding in Python, machine learning, data wrangling, and embedded stats). However, as long as our certificate is focused on training people in the education sector using education examples, he did not see any conflicts with our area of application and the clients they have been working with in business. Also, students enrolling in our program would not likely be the same as students enrolling in theirs as they are currently client-based and not open enrollment (e.g., a program sold to a single client like Blue Cross). As they move to more asynchronous open enrollment in the near future, it might be possible for some of our students interested in advanced applications to take some of their level 2 and 3 courses which go beyond what we would provide in our four courses.	No further actions required. Dr. McGurrian noted that he could help us find appropriate instructors for some of our courses in the future, if something came up to prevent one of our planned instructors from teaching their course.

References

- Akram, B., Min, W., Wiebe, E., Mott, B., Boyer, K. E., & Lester, J. (2019). Assessing Middle School Students' Computational Thinking Through Programming Trajectory Analysis. In *Proceedings of the 50th ACM Technical Symposium on Computer Science Education* (pp. 1269-1269). ACM.
- Alexander, B., Ashford-Rowe, K., Barajas-Murph, N., Dobbin, G., Knott, J., McCormack, M., ... & Weber, N. (2019). *EDUCAUSE Horizon Report 2019 Higher Education Edition* (pp. 3-41). EDU19.
- Aulck, L., Aras, R., Li, L., L'Heureux, C., Lu, P., & West, J. (2017). STEM-ming the Tide: Predicting STEM attrition using student transcript data. arXiv preprint arXiv:1708.09344.
- Booth, S. E., & Kellogg, S. B. (2014). Value creation in online communities for educators. *British Journal of Educational Technology*. doi:10.1111/bjet.12168
- Booth, S., Cambridge, D., Kellogg, S. & Perez-Lopez, K. (2014). *Exploratory research on designing online communities*. U.S. Department of Education. Washington, D.C
- Boulden, D. C. (2015). Learning analytics: Potential for enhancing school library programs. *Knowledge Quest*, 44(2), 54-59.
- Casey, S., Hudson, R., & Ridley, L. (2018). Students' reasoning about association of categorical variables. *Proceedings, International Conference on Teaching Statistics*, Kyoto, Japan.
- Committee on STEM Education. (2018). Charting a course for success: *America's strategy for STEM education*. *National Science and Technology Council*, 1-48.
- Creager, J. H., Wiebe, E. N., & Kellogg, S. B. (2018, April). Time to shine: Extending certificate deadlines to support open online teacher professional development. Paper presented at the *2018 Annual Meeting of the American Education Research Association*. Retrieved June 2018, from the AERA Online Paper Repository.
- Creager, J. H., Wiebe, E., Thompson, I. B., & Behrend, T. (2019). Impartial engagement trajectories in open online courses. Manuscript in preparation.
- Creager, J. (2019) *Agency and Pacing in a Professional Development Open Online Course with a Flexible Content Pathway and Release Schedule* (Unpublished doctoral dissertation). North Carolina State University, Raleigh, NC.
- Dede, C. (2016). Next steps for "big data" in education: Utilizing data-intensive research. *Educational Technology*, 37-42.
- Emerson, A., Smith, A., Smith, C., Rodríguez, F., Wiebe, E., Mott, B. M., Boyer, K. E., Lester, J. (July, 2019). Predicting early and often: Predictive student modeling for block-based programming environments. *Proceedings of the 12th International Conference on Educational Data Mining (EDM 2019)*. Montreal, Canada. ACM.
- Forbes. (2017). The Data Science Diversity Gap. Retrieved from <https://www.forbes.com/sites/priceconomics/2017/09/28/the-data-science-diversity-gap/#56fdeb935f58>
- Ferguson, R., & Clow, D. (2017). Learning Analytics: Avoiding Failure. *Educause Review Online*, 31.

- Gal, K., Livny, A., Prusak, N., Schwarz, B. B., Segal, A., & Swidan, O. (2018). Orchestrating the emergence of conceptual learning: a case study in a geometry class. *International Journal of Computer-Supported Collaborative Learning*, 13(2), 189–211.
- Harrison, T., Azmy, C., & Lee, H. S. (2018). Online learning experiences and impact on statistics education perspectives. In Hodges, T.E., Roy, G. J., & Tyminski, A. M. (Eds.). *Proceedings of the 40th annual meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp 751 – 754). Greenville, SC: University of South Carolina & Clemson University.
- Hudson, R., Lee, H. S., Casey, S., Finzer, B., Mojica, G. M., Azmy, C., & Eide, A. (2018). Designing e-modules to support preservice mathematics teachers' statistical thinking. In M. A. Sorto, A. White, & L. Guyot (Eds.), *Looking back, looking forward. Proceedings of the Tenth International Conference on Teaching Statistics* (ICOTS10, July, 2018), Kyoto, Japan. Voorburg, The Netherlands: International Statistical Institute. Online: https://iase-web.org/icots/10/proceedings/pdfs/ICOTS10_9A2.pdf.
- Kickmeier-Rust, M. D., Hillemann, E. C., & Albert, D. (2014). Gamification and smart feedback: Experiences with a primary school level math app. *International Journal of Game-Based Learning (IJGBL)*, 4(3), 35-46.
- Kellogg, S. (2014). *Patterns of peer interaction and mechanisms governing social network structure in two massively open online courses for educators* (Doctoral Dissertation). North Carolina State University, Raleigh, NC.
- Krumm, A., Means, B., & Bienkowski, M. (2018). *Learning analytics goes to school: A collaborative approach to improving education*. Routledge.
- Leeman-Munk, S., Smith, A., Mott, B., Wiebe, E., & Lester, J. (June, 2015). Two Modes are Better Than One: A Multimodal Assessment Framework Integrating Student Writing and Drawing. *AIED 2015*, Madrid, Spain.
- Min, W., Frankosky, M., Mott, B. W., Rowe, J., Smith, P. A. M., Wiebe, E., & Lester, J. (2019). DeepStealth: game-based learning stealth assessment with deep neural networks. *IEEE Transactions on Learning Technologies*.
- Mojica, G. F., Azmy, C. N., & Lee, H. S. (2019). Exploring data with CODAP. *Mathematics Teacher*, 112(6), p. 473.
- Moore, R. L. (2017). Examining the Influence of Massive Open Online Course Pacing Condition on the Demonstration of Cognitive Presence.
- Mojica, G. F., Azmy, C. A., & Lee, H. S. (2019). Exploring data with CODAP. *Mathematics Teacher*, 112(6), 473-476.
- Moore, R. L., Oliver, K. M., & Wang, C. (2019). Setting the pace: examining cognitive processing in MOOC discussion forums with automatic text analysis. *Interactive Learning Environments*, 27(5-6), 655-669.
- Means, B., & Anderson, K. (2013). *Expanding Evidence Approaches for Learning in a Digital World*. Office of Educational Technology, US Department of Education.
- Park, K., Mott, B. W., Min, W., Boyer, K. E., Wiebe, E. N., & Lester, J. C. (2019, August). Generating

- educational game levels with multistep deep convolutional generative adversarial networks. In *2019 IEEE Conference on Games (CoG)* (pp. 1-8). IEEE.
- Purdue University Global. (2019). Rise of the Data Analyst—What’s Behind the Boom? <https://www.purdueglobal.edu/blog/information-technology/rise-of-data-analyst/>
- Salian, Isha. (2017). Universities rush to add data science majors as demand explodes. San Francisco Chronicle. <https://www.sfchronicle.com/business/article/Universities-rush-to-add-data-science-majors-as-12170047.php>
- Smith, A. Wiebe, E., Mott, B., Lester, J. (April, 2014). SKETCHMINER: Mining Learner-Generated Science Drawings with Topological Abstraction. *EDM 2014*.
- Society for Learning Analytics Research (SoLAR). (2020). What is learning analytics? Society for Learning Analytics Research. <https://www.solaresearch.org/about/what-is-learning-analytics/>
- Tate, E. (2017). Data Analytics Programs Take Off. Inside Higher Ed. <https://www.insidehighered.com/digital-learning/article/2017/03/15/data-analytics-programs-taking-colleges>
- Thompson, I. B., Wiebe, E., Creager, J., & Frankosky, M. (2016, April). Massive open online course learner subpopulations: A person-centric analysis of longitudinal course utilization classes with predicting factors. Paper presented at the *2016 annual meeting of the American Education Research Association*. Retrieved October 2016, from the AERA Online Paper Repository.
- Trust, T., Krutka, D. G., & Carpenter, J. P. (2016). “Together we are better”: Professional learning networks for teachers. *Computers & Education*, 102, 15–34. <https://doi.org/10.1016/j.compedu.2016.06.007>
- Wu, Z., Mott, B., Min, W., Taylor, R., Boulden, D., Lord, T., Reichsman, F., Dorsey, C., Wiebe, E., & Lester, J. (July, 2019). Predicting Challenge Outcomes for Students in a Digital Game for Learning Genetics. *Proceedings of the Workshop on EDM & Games: Leveling Up Engagement with Data-Rich Analytics*. Montreal, Canada.
- Zakaria, Z., Boulden, D., Vandenberg, J., Tsan, J., Lynch, C., Wiebe, E., & Boyer, K. E. (2019). Collaborative Talk Across Two Pair-Programming Configurations.
- Zakaria, Z., Wiebe, E., Boulden, D., Tsan, J., Vandenberg, J., Lynch, C. & Boyer, K. (June, 2019). Collaborative Talk Across Two Pair-Programming Configurations. In *International Conference on Computer Supported Collaborative Learning (CSCL 2019)*. Lyon, France.
- Zakaria, Z., Boulden, D. C., Vandenberg, J., Tsan, J., Lynch, C. Boyer, K. E. & Wiebe, E. N. (April, 2019). Elementary Students’ Collaborative Practices in Side-by-Side Programming. *AERA Annual Meeting*, Toronto, CA.

Graduate Certificate in Materials Informatics North Carolina State University

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

Endorsed By:


Head, Department/Director of Graduate Program (Printed Name and Signature) 4/12/19
Date


Recommended By:


Chair, College Graduate Studies Committee (Printed Name and Signature) 4/12/19
Date

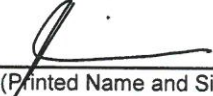
Endorsed By:


College Dean (Printed Name and Signature) Douglas Reung 4/12/2019
Date

Recommended By:


Thomas K. Miller III
Vice Provost, DELTA (if DE degree) (Printed Name and Signature) 5/7/2020
Date

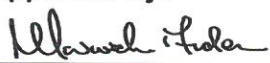
Approved By:

Peter J. Harries
Dean of the Graduate School  (Printed Name and Signature) 5/4/2020
Date

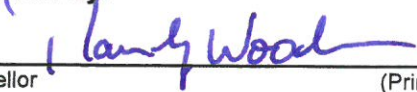
Recommended By:


Duane K. Larick
Dean's Council (Printed Name and Signature) 5/29/2020
Date

Approved By:


Warwick Arden
Executive Vice Chancellor and Provost (Printed Name and Signature) 5/29/2020
Date

Approved By:


Randy Wood
Chancellor (Printed Name and Signature) 6/20/20
Date

NC State University
Certificate Proposal Form

Certificate Title: Materials Informatics

New: ☒

Revision: ☐

Classification of Instructional Programs (CIP) Discipline # (6 digits): 40.1099

*Please ensure that you select the appropriate CIP code for your certificate program. Please consult this website for more information about CIP codes:

<https://nces.ed.gov/ipeds/cipcode/default.aspx?y=55>

Certificate Type:

On-Campus: ☐

Distance: ☐

On-Campus & Distance: ☒

Proposed Effective Date: Aug. 15, 2020

Director of the Certificate Program: Yaroslava Yingling

Program Coordinator (if different from Director): _____

Graduate Services Coordinator: _____

College: Engineering

Department/Program: Materials Science and Engineering

Catalog Description:

This certificate program is designed for interdisciplinary graduate education at the intersection of materials science, engineering, and data science with the aim of preparing the next generation of materials engineers given the growing demand for data-science skills and knowledge of the artificial intelligence. The skills and knowledge obtained here will serve as foundation for the understanding of materials informatics and high throughput materials discovery that will improve a student's career prospects.

Enrollment:

Continuing
New

On-Campus

Yr. 1-10 Yr. 2- 10 Yr. 3- 1 Yr. 4-0

Yr. 1- 10 Yr. 2- 10 Yr. 3- 1 Yr. 4-0

Distance

Yr. 1- 10 Yr. 2- 10 Yr. 3- 5

Yr. 4-0 Yr.1-10 Yr. 2-10 Yr.3-5

Yr. 4-0

Attachments:

- ☐ Proposal Document
- ☐ Statement of other departments likely to be affected and summary of consultation with those departments
- ☐ Program-level assessment
- ☐ Campus Routing Form
- ☐ Signature Page

Graduate Certificate in Materials Informatics

Description

The Materials Science and Engineering (MSE) department proposes to establish a Graduate Certificate Program (GCP) in Materials Informatics (MI). This certificate program is primarily designed for interdisciplinary graduate education at the intersection of materials science, engineering, and data science with the aim of preparing the next generation of materials engineers for growing demand for data-science skills and knowledge of artificial intelligence. The skills and knowledge obtained here will serve as a foundation for the understanding of materials informatics and high throughput materials discovery resulting in improved student career prospects. We anticipate that some students interested in the MI GCP will enroll as distance education students through Engineering Online (EOL). With many on-line MSE and Statistics (ST)/Mathematics(MA) courses to choose from, students can customize their particular certificate programs to focus on specific areas of materials science that interest them.

Learning Outcomes

Upon completion of the MI Graduate Certificate Program, students should be able to:

- Demonstrate an understanding of key materials informatics concepts and components
- Describe and analyze data available from various types of materials characterization methods
- Understand the relationship between materials design and data-driven techniques
- Understand the materials informatics problems and capabilities associated with the design of different types of materials
- Describe available machine learning techniques and materials databases
- Identify a machine-learning algorithm with the desired properties for a given materials problem
- Identify sources of bias and uncertainty in materials data and analysis results
- Apply available tools for structure property prediction of materials

At the time they complete this certificate program, graduates are expected to:

- Be prepared to move into career positions that require a basic comprehension of data science techniques as applied to materials science and engineering problems.
- Be sufficiently satisfied with the overall educational experience of the certificate program to recommend it to others with the same professional goals

Program of Study

The MI GCP will require a total of 12 credit hours, including MSE 723: Materials Informatics (3 credit hours) and three MSE and ST elective courses (9 credit hours) tailored to the needs of the student. The MSE 723 course aims to introduce the emergent field of materials informatics and current approaches that employ informatics and experimental and computational data to accelerate the process of materials optimization, discovery and development. An emphasis will be placed on practical implementation of machine-learning techniques to various materials science problems.

By judicious selection of elective courses, in consultation with the MSE GCP Coordinator, students can customize their GCP to focus on areas of interest to them. A total of four classes are required, including the core course MSE 723:

Required Core Course (* signifies that course is available online):
MSE 723* Materials Informatics

At least one of the following Material Science courses:

MSE 710 Elements of Crystallography and Diffraction

MSE 721* Nanoscale Simulations and Modeling

MSE 724* Quantitative Materials Characterization Techniques

And at least one of the following Statistics/Mathematics courses:

ST 517 Statistical Methods I (ST grad students are not permitted to use it for certificate credit) ST 540 Applied Bayesian Analysis

ST 533 Applied Spatial Statistics

MA 540 Uncertainty Quantification for Physical and Biological Models

The fourth course will be taken from outside of the student's degree department. For example, an MSE student's fourth course must be from the ST or MA list (above), whereas a ST or MA student's fourth course must be from the MSE list (above).

Requirements for admission

To be admitted to the Materials Informatics Graduate Certificate Program, a student must have a BS degree in the sciences or engineering from an accredited four-year college or university, and have an overall (or major) GPA of at least 3.0 on a 4-point scale. Potential applicants without the prior background in Materials Science and Engineering are advised to complete MSE 500 prior to applying, although success in that course does not guarantee admission into the certificate program.

An application for acceptance into the MI GCP is required for all new students. Applications will be accepted in the fall and spring semesters, with deadline dates of October 1 and March 1, respectively. Students can begin study in the subsequent fall or spring semester immediately following their acceptance into the program. Students must complete the Graduate School application, found at <http://www.ncsu.edu/grad/applygrad.htm>. Applications will be reviewed at by the Director of the certificate program.

Registration procedures, registration dates and course availability for each semester can be found on the NC State Registration and Records webpage at <http://www.ncsu.edu/registrar/>. Additional information regarding the MI GCP can be found on the MSE website (<http://www.mse.ncsu.edu>) under the Graduate tab. Questions regarding the MI GCP can be directed to the MI GCP Director. Information regarding Engineering Online can be found at engineeringonline.ncsu.edu.

Academic success might have a strong bearing on admission to a degree program but completion of a certificate program in no way guarantees entry into a graduate degree program, which is done through a separate application process.

Academic Performance Requirements

- To receive a Graduate Certificate, a student must maintain a minimum 3.000 grade point average (GPA) on all coursework taken at NC State. All grades on courses taken towards the GCP in courses at the 500-level and above are included in the GPA. Any courses taken at the 400 level and below are not eligible for certificate credit and subsequently do not affect the graduate GPA.
- All courses taken for certificate credit must be completed with a grade of “B” or better.
- All courses taken for certificate credit must be letter-graded. Credit-only courses cannot be used for certificate credit.
- Transfer credit from other institutions is not allowed for the GCP. All coursework must be registered through NC State.
- Up to two courses of post-baccalaureate coursework taken at NC State, if not already used in another graduate program, may be transferred into the GCP. All transfer credit must carry a grade of B or better.
- All GCP requirements must be completed within four (4) calendar years, beginning with the date the student commences courses applicable to the GCP.

Program Administration

The MI GCP will be administered by the Coordinator in the Department of Materials Science and Engineering, in cooperation with the NCSU Engineering Online program for distance-education students.

All required and elective courses for the GCP are courses in MSE, ST, and MA at NC State. The implementation and presentation of the GCP is not expected to require effort outside the normal academic activities of the course instructors. No additional staff or resources will be required.

At the completion of the certificate, students will complete an exit survey for the purpose of evaluating the quality of the certificate program and its impact on students. The exit interviews will be conducted by the program coordinator. The results will be used to inform curricular improvement.

Coordinator for the MI GCP

Yaroslava G. Yingling
Professor
Materials Science and Engineering Department
Campus Box 7907
North Carolina State University
919-515-2624
yara_yingling@ncsu.edu

Enrollment Projection

Initial enrollment will encompass students from SEAS NSF NRT and MSE graduate program. We project an initial annual enrollment of 20 students, but expect that to grow to perhaps 30 students or more within the next 5 years, since it is a very active and throughout after area.

Faculty Participants

All faculty who teach the relevant graduate-level MSE courses will participate in the MSE GCP. In addition, ST and MA faculty who teach relevant courses will also participate. All instructors listed are members of the graduate faculty. Minor changes in the instructors for each course may occur each year to balance teaching loads with other faculty activities.

TABLE 1
Courses for the Graduate Certificate Program in Materials Science and Engineering

REQUIRED COURSE	
MSE 723	Materials Informatics
ELECTIVE COURSES	
MSE710	Elements of Crystallography and Diffraction
MSE721	Nanoscale Simulations and Modeling
MSE724	Quantitative Materials Characterization Techniques
ST 517	Statistical Methods I
ST 540	Applied Bayesian Analysis
ST 533	Applied Spatial Statistics
MA 540	Uncertainty Quantification for Physical and Biological Models

TABLE 2
Participating faculty in the MSE Graduate Certificate Program

Instructor	Course(s)	Home department
Elizabeth Dickey	MSE 710	Materials Science & Engineering
Yaroslava Yingling	MSE 721 MSE 723	Materials Science & Engineering
Albena Ivanisevic	MSE724	Materials Science & Engineering
Jacob Jones	MSE724	Materials Science & Engineering
Herle M McGowan	ST 517	Department of Statistics
Brian Reich	ST 540 ST 533	Department of Statistics
Ralph Smith	MA 540	Department of Mathematics
Srikanth Patala	MSE723	Materials Science and Engineering

Statement of other departments likely to be affected and summary of consultation with those departments

The departments of Mathematics and Statistics were contacted to solicit the feedback. We received the emails from the following faculty indicating their departmental support:

Dr. Pierre A Gremaud, Professor and Director of Graduate Programs, Department of Mathematics

"I just sent you a short message supporting the creation of the MI GPC.

For whatever it is worth, here are also some thoughts and questions about this proposal that I would not be surprised you will have to answer (I sit on the admin board of the graduate school and have gone through several of these recently).

Overall, this looks like a worthy addition to NC State's portfolio of graduate programs and certificates. It will join a crowded field of new or proposed programs pertaining to "data". The facts that the proposed title (Materials Informatics) avoids both "data" and "analytics" (and ML) is a good thing.

1. Will the certificate be proposed as an on-campus degree, an online degree or both? The fact that EOL is mentioned a couple of times seems to indicate that online delivery is being considered but this should be clearly spelt out in the proposal.

2. The MI GCP will require

-MSE 723 (which is not yet a regular course),

-one of MSE 710, MSE 721 and an online topics course (quantitative materials characterization techniques) listed as MSE 791-602

-one of ST 517, ST 540, ST 533, MA 540,

and a fourth course. The above courses are the only allowed electives, right? If not, what are the conditions under which a course can be considered?

3. The statement "All required and elective courses for the GCP are existing courses in MSE and at NCState, or they are cross-listed with other engineering departments" is kind of funny. Two of the above courses are not yet regular courses (MSE 723 and MSE 791-602).

4. Under "Requirements for admission", it says "... from a regionally accredited four-year college or university". Why regionally?"

Dr. Brian Reich, Associate Professor, Department of Statistics

"Overall I think this looks great. One suggestion is that a machine learning course might be better than ST533 (spatial stats). Our ML courses are still in flux a bit so let me get back to you later with a concrete suggestions."

Dr. Wenbin Lu, Professor and Director of Graduate Programs

"I am okay for the certificate program."

Prof. Ralph Smith, Professor

"I forwarded the proposal to Pierre Gremaud but have not had a chance to get feedback from him. I'll try to catch him this afternoon."

Prof. Alyson Wilson about availability of Math and Stats classes online.

Graduate Certificate in Materials Informatics Outcomes Assessment Plan

Objectives

1. In this certificate program, students will learn the principles and concepts of materials informatics and high throughput materials discovery
2. The certificate program will provide an educational experience that satisfies the expectations of its graduates.

Objectives and Outcomes

1. By the time they complete this certificate program, graduates should be able to:
 - Describe key materials informatics concepts and components
 - Describe and analyze data available from various types of materials characterization methods
 - Identify the informatics problems and capabilities associated with different types of materials
 - Identify a machine learning algorithm with the desired properties for a given materials problem.
 - Identify sources of bias and uncertainty in materials data and analysis results
2. At the time they complete this certificate program, graduates are expected to:
 - Be satisfied with the usefulness of the certificate program in enabling them to achieve their professional goals
 - Be sufficiently satisfied with the certificate program to recommend it to others with the same professional goals
 - Be satisfied with the appropriateness of the courses in providing the knowledge or training they anticipate needing for their professional goals
 - Be satisfied with the frequency and timeliness of courses offered for the certificate
 - Be satisfied with the quality of teaching in certificate courses
 - Be satisfied with the overall educational experience of the certificate program

Objective 1. In this certificate program, students will learn the principles and concepts of materials informatics and high throughput materials discovery

Outcome	Evidence to be Collected	Source of Evidence	Frequency of Collection
Describe key materials informatics concepts and components	Responses by certificate students to relevant questions on exams from MSE 723	Students	Annually
Describe and analyze data available from various types of materials characterization methods	Responses by certificate students to relevant questions on exams from MSE 723 and elective	Students	Annually
Identify the informatics	Responses by certificate	Students	Annually

problems and capabilities associated with different types of materials			
Identify a machine learning algorithm with the desired properties for a given materials problem	Responses by certificate students to relevant questions on exams from MSE 723 and elective courses	Students	Annually
Identify sources of bias and uncertainty in materials data and analysis results	Responses by certificate students to relevant questions on exams from elective courses	Students	Annually

Objective 2. The certificate program will provide an educational experience that satisfies the expectations of its graduates


Outcome	Evidence to be Collected	Source of Evidence	Frequency of Collection
To be satisfied with the usefulness of the certificate program in enabling them to achieve their professional goals	Exit survey administered by Graduate School	Graduate School	Annually
To be sufficiently satisfied with the certificate program to recommend it to others with the same professional goals	Exit survey administered by Graduate School	Graduate School	Annually
To be satisfied with the appropriateness of the courses in providing the knowledge or training they anticipate needing for their professional goals	Exit survey administered by Graduate School	Graduate School	Annually
To be satisfied with the	Exit survey administered	Graduate School	Annually

frequency and timeliness of courses offered for the certificate	by Graduate School		
To be satisfied with the quality of teaching in certificate courses	Exit survey administered by Graduate School	Graduate School	Annually
To be satisfied with the overall educational experience of the certificate program	Exit survey administered by Graduate School	Graduate School	Annually


**Graduate Certificate in Performance Based Earthquake Engineering
North Carolina State University**

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

Endorsed By:

 BARLAZ 10/18/19
Head, Department/Director of Graduate Program (Printed Name and Signature) Date

Recommended By:

 RANJITHAN 10/18/19
Chair, College Graduate Studies Committee (Printed Name and Signature) Date

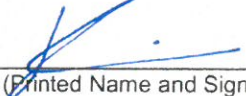
Endorsed By:

 John Gilligan 10/18/19
College Dean (Printed Name and Signature) Date

Recommended By:

Thomas K. Miller III Thomas K. Miller III 3/31/2020
Vice Provost, DELTA (if DE degree) (Printed Name and Signature) Date

Approved By:

Peter J. Harries  1/8/2020
Dean of the Graduate School (Printed Name and Signature) Date


Recommended By:

Duane K. Larick Duane K. Larick 4/30/2020
Dean's Council (Printed Name and Signature) Date

Approved By:

Warwick Arden Warwick Arden 5/6/2020
Executive Vice Chancellor and Provost (Printed Name and Signature) Date

Approved By:

 Randy Woodson 5/22/20
Chancellor (Printed Name and Signature) Date

N. C. STATE UNIVERSITY

UNIVERSITY GRADUATE CERTIFICATE PROGRAM FORM

COLLEGE/DEPARTMENT/PROGRAM NAME:

College of Engineering

DEPARTMENT/PROGRAM NAME:

Civil, Construction, and Environmental

CERTIFICATE TITLE:

Graduate Certificate In Performance Based Earthquake Engineering

CIP DISCIPLINE#:

CERTIFICATE TYPE: On-campus ☐ Distance ☐ On-campus & Distance ☒

PROPOSED OR CURRENT PROGRAM CODE:

PROPOSED EFFECTIVE DATE: **Fall 2020**

APPROVED EFFECTIVE DATE:

PROPOSED CATALOG DESCRIPTION

The graduate certificate in Performance Based Earthquake Engineering provides an opportunity for practicing engineers and existing students to earn a specialization in the Earthquake Engineering field. The program includes options for courses in both Earthquake Structural Engineering and Geotechnical Earthquake Engineering with an emphasis on performance-based design.

Projected Enrollment (total)

On campus	Yr 1: 5	Yr 2: 8	Yr 3: 12	Yr 4: 15
Distance Education	Yr 1: 3	Yr 2: 5	Yr 3: 10	Yr 4: 12

Program Coordinator: Mervyn Kowalsky

Attachments included here:

- ☒ 1. Graduate Certificate Proposal
- ☒ 2. Statement on Other Departments Likely to be Affected and Summary of Consultations with those Departments

Graduate Certificate in Performance Based Earthquake Engineering

Description

The Department of Civil, Construction, and Environmental Engineering proposes to offer a Graduate Certificate Program (GCP) in Performance Based Earthquake Engineering. The program is intended for both working professionals and graduate students enrolled at NC State. Individuals who enroll in the program will have backgrounds in structural engineering and/or geotechnical engineering, and would select the program to provide distinction in their academic records that may improve career prospects. We expect both on-campus (primarily existing NC State graduate students), as well as distance education students through DELTA and EOL (primarily practicing professional, but also some existing EOL NC State graduate students). The GCP will be attractive to individuals who work (or wish to work) in higher seismic states around the country. The course offerings have been structured such that students may tailor it to their individual goals. Each student will: (1) Learn about the fundamentals of earthquake engineering through the core courses, and (2) Specialize in either analysis; structural design; or geotechnical (or some combination of the three).

Learning Outcomes

Upon completion of the Performance Based Earthquake Engineering Graduate Certificate Program, students will be able to:

- *Apply structural dynamics for the analysis of structural systems.*
- *Quantify the parameters that impact earthquake ground motion variability.*
- *Quantify the influence of local soil conditions on the seismic demand for civil infrastructure.*
- *Analyze and design civil infrastructure systems using performance-based seismic design techniques such as displacement-based design.*
- *Apply capacity design principles for infrastructure design to ensure adequate structural performance during an earthquake.*
- *Use relevant tools for ground motion selection for non-linear analysis of civil infrastructure systems.*
- *Use relevant software packages and tools and gain insight into the seismic performance of civil infrastructure systems.*

Program of Study

The Performance Based Earthquake Engineering GCP will require a total of 12 credit hours. The structure of the Performance Based Earthquake Engineering GCP is laid out in Table 1.

All courses for the program are currently offered. The two core courses are offered yearly, while others are offered every other year. All courses will be offered on campus and by distance.

TABLE 1
Course Structure for the Graduate Certificate Program in Performance Based Earthquake Engineering

<p>CORE COURSES</p> <p>students must take these two courses</p> <p><i>CE 527: Structural Dynamics (offered each spring)</i></p> <p><i>CE 725: Earthquake structural engineering (offered each fall)</i></p>
<p>ELECTIVE COURSES</p> <p>students must select at least two course(s)</p> <p><i>CE 723: Advanced Structural Dynamics (offered in fall, even years)</i></p> <p><i>CE 727: Seismic Design of Concrete Buildings (offered in spring, even years)</i></p> <p><i>CE 728: Performance-Based Design of Bridges (offered in spring, odd years)</i></p> <p><i>CE 593: Dynamics of Soils and Foundations (offered in spring, even years)</i></p> <p><i>CE 746: Geotechnical Earthquake Engineering (offered each fall)</i></p>

Requirements for admission

Students must meet one of the first two requirements, and the third requirement, for admission into the Earthquake Engineering Graduate Certificate Program:

- Have a BS degree in Civil Engineering (or equivalent) from an accredited four-year college or university, and have an overall (or major) GPA of at least 3.0 on a 4-point scale.
- Be a degree-seeking student in good standing in an NC State University graduate program in Civil Engineering.
- Taken undergraduate courses in structural analysis, reinforced concrete, and soil mechanics.

An application for acceptance into the GCP is required for all new students. Students must complete the Graduate School application, found at <http://www.ncsu.edu/grad/applygrad.htm>.

Those applicants who are currently enrolled in an NC State graduate degree program need only provide the graduate student Certificate Plan Data Entry form, found at

<http://www.ncsu.edu/grad/faculty-and-staff/docs/grad-cert-plan-data-entry.pdf>.

New applications will be reviewed at the department/program level.

Registration procedures, registration dates and course availability for each semester can be found on the NCSU Registration and Records webpage at <http://www.ncsu.edu/registrar/>. Additional information regarding the Earthquake Engineering GCP can be found on the Department of Civil, Construction, and Environmental Engineering website(s) (ccee.ncsu.edu). Questions regarding the Earthquake Engineering GCP can be directed to Mervyn Kowalsky (kowalsky@ncsu.edu).

Academic success in the Earthquake Engineering GCP might have a strong bearing on admission to a graduate degree program. However, completion of a graduate certificate program *in no way* guarantees entry into a graduate degree program, which must be done through a separate application process.

Academic Performance Requirements

- The Performance Based Earthquake Engineering GCP requires a total of 12 credit hours.
- Students must take both core courses and at least 2 elective courses.
- To receive a Graduate Certificate, a student must maintain a minimum 3.00 grade point average (GPA) on all coursework taken at NCSU. All grades on courses taken towards the GCP in courses numbered 500 and above are included in the GPA. Any courses taken at the 400 level and below are not eligible for certificate credit.
- All courses taken for certificate credit must be completed with a grade of “B-” or better.
- All courses at the 500- or 700-level taken for certificate credit must be letter-graded. Credit-only courses cannot be used for certificate credit.
- Transfer credit from other institutions is not allowed for the GCP. All coursework must be registered through NC State University.
- All GCP requirements must be completed within four (4) calendar years, beginning with the date the student commences courses applicable to the GCP. In addition, students must maintain continuous enrollment every semester until all coursework is completed. A one-semester leave of absence may be granted if the student is unable to enroll in a course due to extenuating circumstances. The leave of absence must be approved in writing by the DGP before the start of the semester.
- Graduate certificate courses taken by students who are also enrolled in a graduate degree program may be double-counted with the degree courses to the extent that the courses unique to the degree remain at 18 hours for a MS degree or 36 hours for a PhD degree.
- The transfer of graduate certificate courses taken prior to enrollment in a graduate degree program is limited to 12 hours (note: transfer totals from all sources shall not exceed 12 hours).

Program Administration

The Performance Based Earthquake Engineering GCP will be administered by the Director of Graduate Programs in the Department of Civil, Construction, and Environmental Engineering, in cooperation with the NCSU DELTA and Engineering Online programs for distance-education students (if applicable).

The implementation and presentation of the GCP is not expected to require effort outside the normal academic activities of the course instructors. No additional staff or resources will be required.

At the completion of the certificate, students will complete an exit survey for the purpose of evaluating the quality of the certificate program and its impact on students. The exit interviews will be conducted by the Director of Graduate Programs in the Department of Civil, Construction, and Environmental Engineering. The results will be used to inform curricular improvement.

Enrollment Projection

It is expected that initial enrollment will include nearly all existing graduate students in the structural engineering and mechanics area studying earthquake engineering as part of their graduate research program. On a yearly basis, this could include 5 new students entering the program. In addition, EOL students and individuals entering the program as professionals will account for the balance of the enrollment. Since there is no other known program in the US at this time, we expect enrollment among professionals may increase with proper marketing. Enrollment among existing students should remain approximately constant.

Tuition and Fees

No special fee structure.

Faculty Participants

Faculty participants in the Earthquake Engineering GCP are listed in Table 1.

TABLE 2
Participating faculty in the Performance Based Earthquake Engineering Graduate Certificate Program

Instructor	Course(s) Taught	Home department
Mervyn Kowalsky	CE 725, 727, 728	Civil, Construction, and Environmental Engineering
Abhinav Gupta	CE 527, CE 723	Civil, Construction, and Environmental Engineering
Ashly Cabas	CE 593, CE 746	Civil, Construction, and Environmental Engineering

Objectives and Outcomes Assessment Plan

Objectives

1. In this certificate program, students will learn about the effects of earthquakes on the built environment. This will include the response of structures to earthquakes, and techniques for their resilient design.
2. The certificate program will provide an educational experience that satisfies the expectations of its graduates.

Outcomes

1. By the time they complete this certificate program, graduates should be able to:
 - a) *Solve problems regarding the dynamic response of structures to earthquakes.*
 - b) *Construct computational models for the dynamic analysis of structures*
 - c) *Apply the principles of capacity design to the performance-based design of structural systems*
 - d) *Perform direct-displacement based design for structural systems*

- e) *Implement the effects of soil-structure interaction on structural response*
- f) *Characterize parameters that impact ground motions.*
- g) *Correctly apply computational platforms for the dynamic analysis of systems while accounting for the limitations that such programs intrinsically contain.*

2. At the time they complete this certificate program, graduates are expected to be satisfied with:

- a) *The certificate program to recommend it to others with the same professional goals.*
- b) *The appropriateness of the courses in providing the knowledge or training they anticipate needing for their professional goals*
- c) *The frequency and timeliness of courses offered for the certificate*
- d) *The quality of teaching in certificate courses*
- e) *The overall educational experience of the certificate program*

1. In this certificate program, students will learn about the effects of earthquakes on the built environment. This will include the response of structures to earthquakes, and techniques for their resilient design.

Outcome	Evidence to be Collected	Source of Evidence	Frequency of Collection
<i>Specific outcome</i>	<i>How evaluated?</i>	<i>Who?</i>	<i>How often?</i>
1a. Solve problems regarding the dynamic response of structures to earthquakes.	Course exams, HWs, and projects	Students	Annually
1b. Construct computational models for the dynamic analysis of structures	Course exams, HWs, and projects	Students	Annually
1c. Apply the principles of capacity design to the performance-based design of structural systems	Course exams, HWs, and projects	Students	Annually
1d. Perform direct-displacement based design for structural systems	Course exams, HWs, and projects	Students	Annually
1e. Implement the effects of soil-structure interaction on structural response	Course exams, HWs, and projects	Students	Annually
1f. Characterize parameters that impact ground motions.	Course exams, HWs, and projects	Students	Annually

1g. Correctly apply computational platforms for the dynamic analysis of systems while accounting for the limitations that such programs intrinsically contain.	Course exams, HWs, and projects	Students	Annually
--	---------------------------------	----------	----------

2. The certificate program will provide an educational experience that satisfies the expectations of its graduates.

Outcome	Evidence to be Collected	Source of Evidence	Frequency of Collection
<i>Specific outcome</i>	<i>How evaluated?</i>	<i>Who?</i>	<i>How often?</i>
2a. To be satisfied with the certificate program to recommend it to others with the same professional goals.	Exit survey administered by Graduate School	Graduate School	Annually
2b. Be satisfied with the appropriateness of the courses in providing the knowledge or training they anticipate needing for their professional goals.	Exit survey administered by Graduate School	Graduate School	Annually
2c. Be satisfied with the frequency and timeliness of courses offered for the certificate.	Exit survey administered by Graduate School	Graduate School	Annually
2d. Be satisfied with the quality of teaching in certificate courses.	Exit survey administered by Graduate School	Graduate School	Annually
2e. Be satisfied with the overall educational experience of the certificate program.	Exit survey administered by Graduate School	Graduate School	Annually

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

We do not expect any impact on other departments as the content is unique to Civil Engineering.

North Carolina State University
Routing for On-Campus Approval of Other Degree Program Actions

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

Completed Proposal

Endorsed By:

<i>See signature on routing page</i>	1/10/2020
Head, Department/Program	Date

Recommended By:

<i>See signature on routing page</i>	4/15/2020
Chair, College Curriculum Committee	Date

Endorsed By:

<i>See signature on agreement</i>	4/30/2020
College Dean	Date

Proposal moves to Undergraduate or Graduate office for routing

Recommended By:

<i>Not applicable</i>	
Vice Provost, DELTA (if DE degree/certificate)	Date

Recommended By:

<i>See signature on agreement</i>	4/30/2020
Chair, University Courses & Curricula Committee or Administrative Board of the Graduate School	Date

Approved By:

<i>See signature on agreement</i>	5/4/2020
Dean, DASA or the Graduate School	Date

Proposal moves to the Executive Vice Chancellor and Provost's office for routing

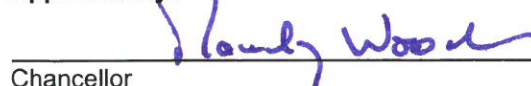
Recommended By:

	Duane K. Larick	5/15/2020
Council of Deans		Date

Approved By:

	Warwick Arden	05/18/2020
Executive Vice Chancellor and Provost		Date

Approved By:

		6/3/20
Chancellor		

MEMORANDUM OF AGREEMENT FOR “3+X” PROGRAM

BETWEEN

**NORTH CAROLINA STATE UNIVERSITY
RALEIGH, NC, U. S. A.**

AND

**THE SCHOOL OF MATHEMATICS AND STATISTICS, BEIJING INSTITUTE OF
TECHNOLOGY, PR CHINA**

This Agreement is to formalize the academic exchange between North Carolina State University (hereafter referred to as NC State) and Beijing Institute of Technology (hereafter referred to as (BIT) for a 3+X Master’s program. The two institutions subscribe to the statement of principles and procedures given below and to the terms of agreement regarding the responsibilities of each institution. This agreement is based on a spirit of cooperation, reciprocity, and of mutual benefit to both parties.

Both Universities wish to enter into an arrangement as set forth below:

1. Undergraduate students who complete three (3) years of studies at BIT and one semester of studies at NC State that result in a bachelor’s degree from BIT may be considered for enrollment in an NC State Master’s degree program (non-thesis) (hereafter referred to as the Program).
2. The Program may be completed within two (2) years. While non-thesis MS degrees may be completed in three (3) additional semesters, thesis degrees may require more time due to the schedule of graduate course offerings during the academic year or any necessary prerequisite courses, or optional elective courses the student may take.
3. Admission to the Master’s program is contingent upon the student meeting the relevant entry requirements as established by NC State and the degree program to which they are applying.
4. Upon successful completion of NC State’s Master’s program, BIT students may be accepted into BIT’s PhD programs provided they pass the relevant entry exam set by BIT.

Both Universities have agreed to the terms and conditions stated below.

ENTRY AGREEMENT FOR 3+X PROGRAM

- (1) BIT will select qualified rising final year students at the end of their first semester in their third year of education to attend NC State for their fourth year of study. Prior to commencing studies at NC State, BIT students need to have:
 - a) completed the third year of the bachelor's program at BIT and achieved an overall GPA (Grade Point Average) of more than 3.0 on a 4.0 scale;
 - b) obtained minimum TOEFL or IELTS scores or acceptable English proficiency assessment needed for entry into the GTI certificate program during their first semester at NC State with the expectation that each student will achieve the minimum TOEFL score required for admission into a graduate program prior to matriculation;
 - c) obtained an official written recommendation statement from BIT confirming the student has successfully passed the BIT evaluation.
- (2) This 3+X Master's program will focus on existing degree programs offered by NC State's College of Sciences (see the list below for current Master's programs). The specific Master's programs offered in any given year may depend on the interests of BIT students and specific course availability at NC State.

Participating Master's Programs in the Department of Mathematics in the College of Sciences at NC State:

- Master of Financial Mathematics
- Master of Science in Mathematics
- Master of Science in Applied Mathematics

- (3) The number of admitted students will be negotiated annually by the department and BIT. This Program plans to admit up to 10 students per year in the first phase (years 1 and 2) of this program, with students coming to NC State in Fall 2020. Depending on the total number of applicants from BIT, this number may increase.
- (4) NC State will evaluate those selected BIT students using NC State's undergraduate admission standards for their qualifications. NC State faculty may conduct an on-site interview to ensure student quality. The selected students who meet both NC State and the Program's entry qualifications will begin studies at NC State as "GTI Certificate students" in the Global Training Initiative (GTI) program.
- (5) As NC State's policy does not allow admitting students into graduate programs prior to completion of their bachelor's degrees, students will apply to both the Graduate School for "preliminary admission" and the GTI Certificate Program for admission. The combined application will involve the standard Graduate School application portal. Additionally, 3+X partner universities will email a list of students from their university who are applying to the Graduate School so that their applications can be appropriately tracked. If admitted by GTI and granted preliminary admission by the Graduate School,

students will matriculate into the GTI Certificate Program for their first semester at NC State and will be considered for full time Graduate School admission at the end of their first semester.

- (6) As GTI Certificate students they will be expected to register full-time (minimum 12 credit hours) and to take the required courses that are designed for the specific Program as well as the required GTI 401 Colloquium. Credit and non-credit English courses are also available during this first semester. GTI accepts CET 6 and Duolingo scores as well as slightly lower TOEFL and IELTS scores than the Graduate School. Therefore, if they have not already obtained a Graduate School required passing score, students will have the opportunity to take the TOEFL or IELTS after arrival but must submit an acceptable test score prior to October 1 of their GTI semester.
- (7) After they have successfully completed the course work needed to complete their bachelor's degree (minimum 12 credit hours) as GTI Certificate students at NC State, (PI) will grant each of these students a statement that the student has completed the bachelor's degree requirements in their respective discipline. Students will be required to provide an official letter from (PI) indicating the bachelor's degree requirements are satisfied prior to being approved for the Program. (PI) must also provide a final transcript once the bachelor's degree has been conferred
- (8) NC State will officially review the records of BIT students for admission to the NC State Master's degree program upon completion of the GTI semester and certification of bachelor's degree.
- (9) The typical non-thesis Master's program at NC State requires 30-36 credit hours of coursework, as outlined in the appendix. It is required that at least 18 credit hours be taken after the student is admitted into the program at NC State.
- (10) BIT students will pay out-of-state tuition, fees and living expenses during their studies at NC State. Current NC State tuition and fee rates are available for reference online (<https://studentservices.ncsu.edu/your-money/tuition-and-fees/>). To complete the Program in one (1) year, it is anticipated that students may also need to register for a minimum of six (6) credits during the Summer Session(s). NC State may provide guidance and logistical support with student housing and other relevant arrangements. The amount of living expenses may vary depending on the type of housing and living preferences.
- (11) Upon successful completion of all program requirements, students will be granted the Master's degree by NC State.
- (12) Graduates who return to BIT with their Master's degree may enter BIT's Ph.D. programs should they meet the relevant requirements set by BIT.
- (13) Graduates who want to enter a Ph.D. program at NC State will be required to apply


following the normal application procedures and admission requirements set by NC State.

GENERAL AGREEMENT

- 1) This Agreement represents the entire understanding between the parties and supersedes all other arrangements. This Agreement may only be changed with the written consent of both parties.
- 2) If either party shall temporarily fail to enforce any provision of this Agreement such temporary forbearance shall not constitute a waiver.
- 3) The two parties shall be in regular communication to resolve any problems or issues relating to this agreement.
- 4) Neither party may assign, transfer or sub-contract its commitments under this Agreement.
- 5) The relationship of NC State and BIT under this Agreement shall be that of independent contractors, and a party shall not be deemed, nor hold itself out as being a partner or agent of the other party. In addition, neither NC State nor BIT shall be liable for the acts of the other, and they shall not be liable for the acts of participating students in the Program.
- 6) Subject to the governing law of each Institutions' jurisdiction regarding public records, the Institutions agree not to use or disclose to anyone information belonging to the other party which is disclosed in connection with this Agreement which is of confidential nature and agree not to make any announcements of any nature in respect of this Agreement without the consent of the other party hereto.
- 7) Either party may terminate this Agreement for any reason upon nine (9) months' prior written notice to the other. If the agreement will be discontinued, a teach-out plan will be required for those students remaining in the program.
- 8) This Agreement shall remain subject to laws and regulations of both countries.
- 9) This agreement is for a period of five years, unless otherwise specified. Prior to the end of the fifth year the agreement must be reviewed and re-approved if requesting an extension. Upon the scheduled review date, responses to review criteria will be required to be completed and provided to the university review committee. If the agreement will be discontinued, a teach-out plan will be required for those students remaining in the program.

SIGNATURES

Executive Vice Chancellor and Provost
North Carolina State University

Signature: 
Dr. Warwick Arden

Date: 05/18/2020

Vice President
Beijing Institute of Technology

Signature: _____
Changle Xiang

Date: _____

Dean, Graduate School
North Carolina State University

Signature: 
Dr. Peter Harries

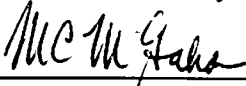
Date: 5/4/2020

Director of Academic Affairs
Beijing Institute of Technology

Signature: _____
Ping Li

Date: _____

Dean, College of Sciences
North Carolina State University

Signature: 
Dr. M. Christine McGahan

Date: 4/30/2020

Dean, of School of Mathematics and
Statistics, Beijing Institute of Technology

Signature: _____
Yubin Tian

Date: _____

North Carolina State University
Routing for On-Campus Approval of Other Degree Program Actions

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

Completed Proposal

Endorsed By:

<i>See signature on routing form</i>	1/10/2020
Head, Department/Program	Date

Recommended By:

<i>See signature on routing form</i>	4/15/2020
Chair, College Curriculum Committee	Date

Endorsed By:

<i>See signature on routing form and agreement</i>	4/27/2020, 4/30/2020
College Dean	Date

Proposal moves to Undergraduate or Graduate office for routing

Recommended By:

<i>Not applicable</i>	
Vice Provost, DELTA (if DE degree/certificate)	Date

Recommended By:

<i>See signature on routing form</i>	1/10/2020
Chair, University Courses & Curricula Committee or Administrative Board of the Graduate School	Date

Approved By:

<i>See signature on agreement</i>	5/4/2020
Dean, DASA or the Graduate School	Date

Proposal moves to the Executive Vice Chancellor and Provost's office for routing

Recommended By:

	Duane K. Larick	5/15/2020
Council of Deans		Date

Approved By:

	5/18/2020
Executive Vice Chancellor and Provost	Date

Approved By:

	6/2/20
Chancellor	Date

MEMORANDUM OF AGREEMENT FOR “3+X” PROGRAM

BETWEEN

**NORTH CAROLINA STATE UNIVERSITY
RALEIGH, NC, U. S. A.**

AND

**NORTHEASTERN UNIVERSITY
SHENYANG CITY, CHINA**

This Agreement is to formalize the academic exchange between North Carolina State University (hereafter referred to as NC State) and Northeastern University (hereafter referred to as NEU) for a 3+X Master’s program. The two institutions subscribe to the statement of principles and procedures given below and to the terms of agreement regarding the responsibilities of each institution. This agreement is based on a spirit of cooperation, reciprocity, and of mutual benefit to both parties.

Both Universities wish to enter into an arrangement as set forth below:

1. Undergraduate students who complete three (3) years of studies at NEU and one semester of studies at NC State that result in a bachelor’s degree from NEU may be considered for enrollment in an NC State Master’s degree program (non-thesis) (hereafter referred to as the Program).
2. The Program may be completed within two (2) years. While non-thesis MS degrees may be completed in three (3) additional semesters, thesis degrees may require more time due to the schedule of graduate course offerings during the academic year or any necessary prerequisite courses, or optional elective courses the student may take.
3. Admission to the Master’s program is contingent upon the student meeting the relevant entry requirements as established by NC State and the degree program to which they are applying.
4. Upon successful completion of NC State’s Master’s program, NEU students may be accepted into NEU’s PhD programs provided they pass the relevant entry exam set by NEU.

Both Universities have agreed to the terms and conditions stated below.

ENTRY AGREEMENT FOR 3+X PROGRAM

- (1) NEU will select qualified rising senior (final year) students at the end of their first semester in their third year of education to attend NC State for their fourth year of study. Prior to commencing studies at NC State, NEU students need to have:
 - a) completed the third year of the bachelor's program at NEU and achieved an overall GPA (Grade Point Average) of more than 3.0 on a 4.0 scale;
 - b) obtained minimum TOEFL or IELTS scores or acceptable English proficiency assessment needed for entry into the GTI certificate program during their first semester at NC State with the expectation that each student will achieve the minimum TOEFL score required for admission into a graduate program prior to matriculation;
 - c) obtained an official written recommendation statement from NEU confirming the student has successfully passed the NEU evaluation.
- (2) This 3+X Master's program will focus on existing degree programs offered by NC State's College of Sciences (see the list below for current Master's programs). The specific Master's programs offered in any given year may depend on the interests of NEU students and specific course availability at NC State.

Participating Master's Programs in the Department of Mathematics in the College of Sciences at NC State:

 - Master of Financial Mathematics
 - Master of Science in Mathematics
 - Master of Science in Applied Mathematics
- (3) The number of admitted students will be negotiated annually by the department and NEU. This Program plans to admit up to 10 students per year in the first phase (years 1 and 2) of this program, with students coming to NC State in Fall 2020. Depending on the total number of applicants from NEU, this number may increase.
- (4) NC State will evaluate those selected NEU students using NC State's undergraduate admission standards for their qualifications. NC State faculty may conduct an on-site interview to ensure student quality. The selected students who meet both NC State and the Program's entry qualifications will begin studies at NC State as "GTI Certificate students" in the Global Training Initiative (GTI) program.
- (5) As NC State's policy does not allow admitting students into graduate programs prior to completion of their bachelor's degrees, students will apply to both the Graduate School for "preliminary admission" and the GTI Certificate Program for admission. The combined application will involve the standard Graduate School application portal. Additionally, 3+X partner universities will email a list of students from their university

who are applying to the Graduate School so that their applications can be appropriately tracked. If admitted by GTI and granted preliminary admission by the Graduate School, students will matriculate into the GTI Certificate Program for their first semester at NC State and will be considered for full time Graduate School admission at the end of their first semester.

- (6) After they have successfully completed the course work needed to complete their bachelor's degree (minimum 12 credit hours) as GTI Certificate students at NC State, NEU will grant each of these students a statement that the student has completed the bachelor's degree requirements in their respective discipline. They must also provide a final NEU transcript once the bachelor's degree has been conferred. The NEU transcript must show that the bachelor's degree was granted as well.
- (7) NC State will officially review the records of NEU students for admission to the NC State Master's degree program upon completion of the GTI semester and certification of bachelor's degree.
- (8) The typical non-thesis Master's program at NC State requires 30-36 credit hours of coursework, as outlined in the appendix. It is required that at least 18 credit hours be taken after the student is admitted into the program at NC State.
- (9) NEU students will pay out-of-state tuition, fees and living expenses during their studies at NC State. Current NC State tuition and fee rates are available for reference online (<https://studentservices.ncsu.edu/your-money/tuition-and-fees/>). To complete the Program in one (1) year, it is anticipated that students may also need to register for a minimum of six (6) credits during the Summer Session(s). NC State may provide guidance and logistical support with student housing and other relevant arrangements. The amount of living expenses may vary depending on the type of housing and living preferences.
- (10) Upon successful completion of all program requirements, students will be granted the Master's degree by NC State.
- (11) Graduates who return to NEU with their Master's degree may enter NEU's Ph.D. programs should they meet the relevant requirements set by NEU.
- (12) Graduates who want to enter a Ph.D. program at NC State will be required to apply following the normal application procedures and admission requirements set by NC State.


GENERAL AGREEMENT

- 1) This Agreement represents the entire understanding between the parties and supersedes all other arrangements. This Agreement may only be changed with the written consent

- of both parties.
- 2) If either party shall temporarily fail to enforce any provision of this Agreement such temporary forbearance shall not constitute a waiver.
 - 3) The two parties shall be in regular communication to resolve any problems or issues relating to this agreement.
 - 4) Neither party may assign, transfer or sub-contract its commitments under this Agreement.
 - 5) The relationship of NC State and NEU under this Agreement shall be that of independent contractors, and a party shall not be deemed, nor hold itself out as being a partner or agent of the other party. In addition, neither NC State nor NEU shall be liable for the acts of the other, and they shall not be liable for the acts of participating students in the Program.
 - 6) Subject to the governing law of each Institutions' jurisdiction regarding public records, the Institutions agree not to use or disclose to anyone information belonging to the other party which is disclosed in connection with this Agreement which is of confidential nature and agree not to make any announcements of any nature in respect of this Agreement without the consent of the other party hereto.
 - 7) Either party may terminate this Agreement for any reason upon nine (9) months' prior written notice to the other. If the agreement will be discontinued, a teach-out plan will be required for those students remaining in the program.
 - 8) This Agreement shall remain subject to laws and regulations of both countries.
 - 9) This agreement is for a period of five years, unless otherwise specified. Prior to the end of the fifth year the agreement must be reviewed and re-approved if requesting an extension. Upon the scheduled review date, responses to review criteria will be required to be completed and provided to the university review committee. If the agreement will be discontinued, a teach-out plan will be required for those students remaining in the program.

SIGNATURES

Executive Vice Chancellor and Provost
North Carolina State University

Signature: 
Dr. Warwick Arden

Date: 05/18/2020

Vice President
Soochow University

Signature: _____
Xiaohong Zhang

Date: _____

Dean, Graduate School
North Carolina State University

Signature: 
Dr. Peter Harries

Date: 5/4/2020

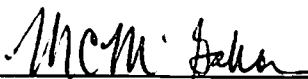
Dean, School of Mathematical Sciences
Soochow University

Signature: _____
Ying Zang

Date: _____

Dean, College of Sciences

North Carolina State University

Signature: 
Dr. M. Christine McGahan

Date: 4/30/2020

North Carolina State University
Routing for On-Campus Approval of Other Degree Program Actions

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

Completed Proposal

Endorsed By:

<i>See signature on routing form</i>	1/10/2020
Head, Department/Program	Date

Recommended By:

<i>See signature on routing form</i>	4/15/2020
Chair, College Curriculum Committee	Date

Endorsed By:

<i>See signature on routing form and agreement</i>	4/27/2020, 4/30/2020
College Dean	Date

Proposal moves to Undergraduate or Graduate office for routing

Recommended By:

<i>Not applicable</i>	
Vice Provost, DELTA (if DE degree/certificate)	Date

Recommended By:

<i>See signature on routing form</i>	1/10/2020
Chair, University Courses & Curricula Committee or Administrative Board of the Graduate School	Date

Approved By:

<i>See signature on agreement</i>	5/4/2020
Dean, DASA or the Graduate School	Date

Proposal moves to the Executive Vice Chancellor and Provost's office for routing

Recommended By:

	Duane K. Larick	5/15/2020
Council of Deans		Date

Approved By:

	Warwick Arden	05/18/2020
Executive Vice Chancellor and Provost		Date

Approved By:

	6/3/20
Chancellor	

MEMORANDUM OF AGREEMENT FOR “3+X” PROGRAM

BETWEEN

**NORTH CAROLINA STATE UNIVERSITY
RALEIGH, NC, U. S. A.**

AND

**SOOCHOW UNIVERSITY
SUZHOU, CHINA**

This Agreement is to formalize the academic exchange between North Carolina State University (hereafter referred to as NC State) and Soochow University (hereafter referred to as SUDA) for a 3+X Master’s program. The two institutions subscribe to the statement of principles and procedures given below and to the terms of agreement regarding the responsibilities of each institution. This agreement is based on a spirit of cooperation, reciprocity, and of mutual benefit to both parties.

Both Universities wish to enter into an arrangement as set forth below:

1. Undergraduate students who complete three (3) years of studies at SUDA and one semester of studies at NC State that result in a bachelor’s degree from SUDA may be considered for enrollment in an NC State Master’s degree program (non-thesis) (hereafter referred to as the Program).
2. The Program may be completed within two (2) years. While non-thesis MS degrees may be completed in three (3) additional semesters, thesis degrees may require more time due to the schedule of graduate course offerings during the academic year or any necessary prerequisite courses, or optional elective courses the student may take.
3. Admission to the Master’s program is contingent upon the student meeting the relevant entry requirements as established by NC State and the degree program to which they are applying.
4. Upon successful completion of NC State’s Master’s program, SUDA students may be accepted into SUDA’s PhD programs provided they pass the relevant entry exam set by SUDA.

Both Universities have agreed to the terms and conditions stated below.

ENTRY AGREEMENT FOR 3+X PROGRAM

- (1) SUDA will select qualified rising final year students at the end of their first semester in their third year of education to attend NC State for their fourth year of study. Prior to commencing studies at NC State, SUDA students need to have:
 - a) completed the third year of the bachelor's program at SUDA and achieved an overall GPA (Grade Point Average) of more than 3.0 on a 4.0 scale;
 - b) obtained minimum TOEFL or IELTS scores or acceptable English proficiency assessment needed for entry into the GTI certificate program during their first semester at NC State with the expectation that each student will achieve the minimum TOEFL score required for admission into a graduate program prior to matriculation;
 - c) obtained an official written recommendation statement from SUDA confirming the student has successfully passed the SUDA evaluation.
- (2) This 3+X Master's program will focus on existing degree programs offered by NC State's College of Sciences (see the list below for current Master's programs). The specific Master's programs offered in any given year may depend on the interests of SUDA students and specific course availability at NC State.

Participating Master's Programs in the Department of Mathematics in the College of Sciences at NC State:

- Master of Financial Mathematics
 - Master of Science in Mathematics
 - Master of Science in Applied Mathematics
- (3) The number of admitted students will be negotiated annually by the department and SUDA. This Program plans to admit up to 10 students per year in the first phase (years 1 and 2) of this program, with students coming to NC State in Fall 2020. Depending on the total number of applicants from SUDA, this number may increase.
 - (4) NC State will evaluate those selected SUDA students using NC State's undergraduate admission standards for their qualifications. NC State faculty may conduct an on-site interview to ensure student quality. The selected students who meet both NC State and the Program's entry qualifications will begin studies at NC State as "GTI Certificate students" in the Global Training Initiative (GTI) program.
 - (5) As NC State's policy does not allow admitting students into graduate programs prior to completion of their bachelor's degrees, students will apply to both the Graduate School for "preliminary admission" and the GTI Certificate Program for admission. The combined application will involve the standard Graduate School application portal. Additionally, 3+X partner universities will email a list of students from their university who are applying to the Graduate School so that their applications can be appropriately tracked. If admitted by GTI and granted preliminary admission by the Graduate School,

students will matriculate into the GTI Certificate Program for their first semester at NC State and will be considered for full time Graduate School admission at the end of their first semester.

- (6) As GTI Certificate students they will be expected to register full-time (minimum 12 credit hours) and to take the required courses that are designed for the specific Program as well as the required GTI 401 Colloquium. Credit and non-credit English courses are also available during this first semester. GTI accepts CET 6 and Duolingo scores as well as slightly lower TOEFL and IELTS scores than the Graduate School. Therefore, if they have not already obtained a Graduate School required passing score, students will have the opportunity to take the TOEFL or IELTS after arrival but must submit an acceptable test score prior to October 1 of their GTI semester.
- (7) After they have successfully completed the course work needed to complete their bachelor's degree (minimum 12 credit hours) as GTI Certificate students at NC State, Soochow will grant each of these students a statement that the student has completed the bachelor's degree requirements in their respective discipline. They must also provide a final SUDA transcript once the bachelor's degree has been conferred. The SUDA transcript must show that the bachelor's degree was granted as well.
- (8) NC State will officially review the records of SUDA students for admission to the NC State Master's degree program upon completion of the GTI semester and certification of bachelor's degree.
- (9) The typical non-thesis Master's program at NC State requires 30-36 credit hours of coursework, as outlined in the appendix. It is required that at least 18 credit hours be taken after the student is admitted into the program at NC State.
- (10) SUDA students will pay out-of-state tuition, fees and living expenses during their studies at NC State. Current NC State tuition and fee rates are available for reference online (<https://studentservices.nsoochow.edu/your-money/tuition-and-fees/>). To complete the Program in one (1) year, it is anticipated that students may also need to register for a minimum of six (6) credits during the Summer Session(s). NC State may provide guidance and logistical support with student housing and other relevant arrangements. The amount of living expenses may vary depending on the type of housing and living preferences.
- (11) Upon successful completion of all program requirements, students will be granted the Master's degree by NC State.
- (12) Graduates who return to SUDA with their Master's degree may enter SUDA's Ph.D. programs should they meet the relevant requirements set by Soochow.
- (13) Graduates who want to enter a Ph.D. program at NC State will be required to apply


following the normal application procedures and admission requirements set by NC State.

GENERAL AGREEMENT

- 1) This Agreement represents the entire understanding between the parties and supersedes all other arrangements. This Agreement may only be changed with the written consent of both parties.
- 2) If either party shall temporarily fail to enforce any provision of this Agreement such temporary forbearance shall not constitute a waiver.
- 3) The two parties shall be in regular communication to resolve any problems or issues relating to this agreement.
- 4) Neither party may assign, transfer or sub-contract its commitments under this Agreement.
- 5) The relationship of NC State and SUDA under this Agreement shall be that of independent contractors, and a party shall not be deemed, nor hold itself out as being a partner or agent of the other party. In addition, neither NC State nor SUDA shall be liable for the acts of the other, and they shall not be liable for the acts of participating students in the Program.
- 6) Subject to the governing law of each Institutions' jurisdiction regarding public records, the Institutions agree not to use or disclose to anyone information belonging to the other party which is disclosed in connection with this Agreement which is of confidential nature and agree not to make any announcements of any nature in respect of this Agreement without the consent of the other party hereto.
- 7) Either party may terminate this Agreement for any reason upon nine (9) months' prior written notice to the other. If the agreement will be discontinued, a teach-out plan will be required for those students remaining in the program.
- 8) This Agreement shall remain subject to laws and regulations of both countries.
- 9) This agreement is for a period of five years, unless otherwise specified. Prior to the end of the fifth year the agreement must be reviewed and re-approved if requesting an extension. Upon the scheduled review date, responses to review criteria will be required to be completed and provided to the university review committee. If the agreement will be discontinued, a teach-out plan will be required for those students remaining in the program.

SIGNATURES

Executive Vice Chancellor and Provost
North Carolina State University

Signature: 
Dr. Warwick Arden

Date: 05/18/2020

Vice President
Northeastern University

Signature: _____
Dr. Jianhua Wang

Date: _____

Dean, Graduate School
North Carolina State University

Signature: 
Dr. Peter Harries


Date: 5/4/2020

Vice Director, Academic Affairs
Northeastern University

Signature: _____
Dr. Lin Xu

Date: _____

Dean, College of Sciences
North Carolina State University

Signature: 
Dr. M. Christine McGahan

Date: 4/30/2020

Associate Dean of School of Science
Northeastern University

Signature: _____
Dr. Yanrui Sun

Date: _____

North Carolina State University
Routing for On-Campus Approval of Other Degree Program Actions

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

Completed Proposal

Endorsed By:

<i>See signature on routing page</i>	8/14/2019
Head, Department/Program	Date

Recommended By:

<i>See signature on routing page</i>	10/7/2019
Chair, College Curriculum Committee	Date

Endorsed By:

<i>See signature on routing form and agreement</i>	8/22/2020
College Dean	Date

Proposal moves to Undergraduate or Graduate office for routing

Recommended By:

<i>Not applicable</i>	
Vice Provost, DELTA (if DE degree/certificate)	Date

Recommended By:


<i>See signature on routing page</i>	4/30/2020
Chair, University Courses & Curricula Committee or Administrative Board of the Graduate School	Date

Approved By:

<i>See signature on agreement</i>	8/14/2019
Dean, DASA or the Graduate School	Date

Proposal moves to the Executive Vice Chancellor and Provost's office for routing


Recommended By:

	Duane K. Larick	5/15/2020
Council of Deans		Date

Approved By:

	Warwick Arden	05/18/2020
Executive Vice Chancellor and Provost		Date

Approved By:

	6/3/20
Chancellor	

MEMORANDUM OF AGREEMENT FOR “3+X” PROGRAM

BETWEEN

**NORTH CAROLINA STATE UNIVERSITY
RALEIGH, NC, U. S. A.**

AND

SHANGHAI UNIVERSITY OF ENGINEERING SCIENCE, CHINA

This Agreement is to formalize the academic exchange between North Carolina State University (hereafter referred to as NC State) and Shanghai University of Engineering Science (hereafter referred to as SUES) for a 3+X Master’s program. The two institutions subscribe to the statement of principles and procedures given below and to the terms of agreement regarding the responsibilities of each institution. This agreement is based on a spirit of cooperation, reciprocity, and of mutual benefit to both parties.

Both Universities wish to enter into an arrangement as set forth below:

1. Undergraduate students who complete three (3) years of studies at SUES and one semester of studies at NC State that result in a bachelor’s degree from SUES may be considered for enrollment in an NC State Master’s degree program (non-thesis) (hereafter referred to as the Program).
2. Completion may require a minimum of 3 semester, although additional semesters may be required due to the schedule of graduate course offerings during the academic year, any necessary pre-requisite courses, or optional elective courses the student may take.
3. Admission to the Master’s program is contingent upon the student meeting the relevant entry requirements as established by NC State and the degree program to which they are applying.
4. Upon successful completion of NC State’s Master’s program, SUES students may be accepted into SUES’s PhD programs provided they pass the relevant entry exam set by SUES.

Both Universities have agreed to the terms and conditions stated below.

ENTRY AGREEMENT FOR 3+X PROGRAM

- (1) SUES will select qualified rising final year students at the end of the first semester of their third year of SUES enrollment to attend NC State for their fourth year of study. Prior to commencing studies at NC State, SUES students need to have:
 - a) completed the third year of the bachelor's program at SUES and achieved an overall GPA (Grade Point Average) of at least 3.0 on a 4.0 scale;
 - b) obtained minimum TOEFL or IELTS scores or acceptable English proficiency assessment needed for entry into the GTI certificate program during their first semester at NC State with the expectation that each student will achieve the minimum TOEFL score required for admission into a graduate program at NC State, as listed online, prior to matriculation;
 - c) obtained an official written recommendation statement from SUES confirming the student has successfully passed the SUES evaluation.
- (2) This 3+X Master's program will focus on the existing degree programs offered by NC State's Wilson College of Textiles (see the list below for current Master's programs). The specific Master's programs offered in any given year may depend on the interests of SUES students and specific course availability at NC State.

Participating Master's Programs in the Wilson College of Textiles at NC State are: the Master of Science in Textile Chemistry, the Master of Science in Textile Engineering, the Master of Science in Textiles and the Master of Textiles.
- (3) The number of admitted students will be negotiated annually. The SUES 3+X program plans to admit up to 5 students per year in the first phase (years 1 and 2) of this program, with students coming to NC State in Fall 2021. Depending on the total number of applicants from SUES, this number may increase.
- (4) NC State will evaluate those selected SUES students using NC State's admission standards for their qualifications. NC State faculty may conduct an on-site or online (video-conferencing) interview to ensure student quality. The selected SUES students who meet both NC State and the Program's entry qualifications will begin studies at NC State as "GTI Certificate students" in the Global Training Initiative (GTI) program.
- (5) As NC State's policy will not allow admitting students into graduate programs prior to completion of their BS degrees, these admitted students will first apply

to and matriculate via the GTI Certificate Program for the first (fall) semester (and may come during an optional “early start” program in July). As GTI Certificate students they will be expected to register full-time (minimum 12 credit hours) and to take the required courses that are designed for the specific Program as well as the required GTI 401 Colloquium. Credit and non-credit English courses are also available during this first semester and students will have the opportunity to take the TOEFL or other standardized tests after arrival, but prior to October 15. The GTI has a separate on-line application process, which must be completed before a student visa certificate can be issued. See <http://www.ncsu.edu/gti> for more information.

- (6) As GTI Certificate students they will be expected to register full-time (minimum 12 credit hours) and to take the required courses that are designed for the specific Program as well as the required GTI 401 Colloquium. Credit and non-credit English courses are also available during this first semester. GTI accepts CET 6 and Duolingo scores as well as slightly lower TOEFL and IELTS scores than the Graduate School at NC State as listed online. Therefore, if they have not already obtained a Graduate School required passing score, students will have the opportunity to take the TOEFL or IELTS after arrival but must submit an acceptable test score prior to October 1 of their GTI semester.
- (7) After they have successfully completed the course work needed to complete their bachelor’s degree (minimum 12 credit hours) as GTI Certificate students at NC State, SUES will grant each of these students a statement that the student has completed the bachelor’s degree requirements in their respective discipline. Students will be required to provide an official letter from SUES indicating the bachelor’s degree requirements are satisfied prior to being approved for the Program. They must also provide a final transcript once the bachelor’s degree has been conferred.
- (8) NC State will officially review the records of SUES students for admission to the Wilson College of Textiles graduate program upon completion of the GTI semester and certification of bachelor’s degree.
- (9) The typical non-thesis Master’s program at the Wilson College of Textiles at NC State requires 30-36 credit hours of coursework, depending on specific program. Each of the graduate programs in the College of Textiles has specific degree requirements, as outlined in the Appendix. NC State requires that at least 18 credit hours for a Master’s degree have to be taken after students have been admitted into the Master’s program at NC State.
- (10) SUES students will pay out-of-state tuition and fees and have sufficient funds for living expenses during their studies at NC State (see <https://studentservices.ncsu.edu/your-money/financial-aid/estimated-cost-of->

[attendance/graduate-student/](https://studentservices.ncsu.edu/your-money/tuition-and-fees/) for estimated cost of attendance). Current NC State tuition and fee rates are available for reference online (<https://studentservices.ncsu.edu/your-money/tuition-and-fees/>). To complete the Program in one year, it is anticipated that students may also need to register for a minimum of six credits during the Summer session(s). NC State may provide guidance and logistical support with student housing and other relevant arrangements. The amount of living expenses required will vary depending on the type of housing and living preferences.


- (11) Upon successful completion of all program requirements students will be granted the Master's degrees by NC State.
- (12) Graduates who return to SUES with their Master's degree may enter SUES's Ph.D. programs should they meet the relevant requirements set by SUES.
- (13) Graduates who want to enter a Ph.D. program at NC State will be required to apply following the normal application procedures and admission requirements set by NC State.

GENERAL AGREEMENT

- 1) This Agreement represents the entire understanding between the parties and supersedes all other arrangements. This Agreement may only be changed with the written consent of both parties.
- 2) If either party shall temporarily fail to enforce any provision of this Agreement such temporary forbearance shall not constitute a waiver.
- 3) The two parties shall be in regular communication to resolve any problems or issues relating to this agreement.
- 4) Neither party may assign, transfer or sub-contract its commitments under this Agreement.
- 5) The relationship of NC State and SUES under this Agreement shall be that of independent contractors, and a party shall not be deemed, nor hold itself out as being a partner or agent of the other party. In addition, neither NC State nor SUES shall be liable for the acts of the other, and they shall not be liable for the acts of participating students in the Program.
- 6) Subject to the governing law of each Institutions' jurisdiction regarding public records, the Institutions agree not to use or disclose to anyone information belonging to the other party which is disclosed in connection with this Agreement which is of confidential nature and agree not to make any announcements of any nature in respect of this Agreement without the consent of the other party hereto.
- 7) Either party may terminate this Agreement for any reason upon nine months' prior written notice to the other. If the agreement will be discontinued, a teach-out plan will be required for those students remaining in the program.
- 8) This Agreement shall remain subject to laws and regulations of both countries.
- 9) This agreement is for a period of five years, unless otherwise specified. Prior to the end of the fifth year the agreement must be reviewed and re-approved if requesting an extension. Upon the scheduled review date, responses to review criteria will be required to be completed and provided to the university review committee. If the agreement will be discontinued, a teach-out plan will be required for those students remaining in the program.


SIGNATURES

Executive Vice Chancellor and Provost
North Carolina State University

Signature: 
Dr. Warwick Arden

Date: 05/18/2020

Dean, Graduate School
North Carolina State University

Signature: 
Dr. Peter Harries

Date: 5/4/2020

Dean, Wilson College of Textiles
North Carolina State University

Signature: 
Dr. David Hinks

Date: 04-22-2020

Vice President
Shanghai University of Engineering
Science

Signature: _____
Dr. Xia Chunming

Date: _____

Dean, School of Textiles and Fashion
Shanghai University of Engineering
Science

Signature: _____
Dr. Xie Hong

Date: _____

APPENDICES -Program Reference Documents

The appendices below contain guidelines for the available Masters programs and may serve as a general reference for these programs. The Graduate School and Wilson College handbooks for Graduate students must be used as formal references, and not the informative text below, as courses and detailed procedures are subject to change.

Appendix I: Degree Requirements for Master of Science in Textiles

(MS)

Master of Science – Textiles

The Master of Science in Textiles (MS) prepares students for industry positions. Students interested in continuing with a Ph.D. in Textile Technology and Management (TTM) or Fiber and Polymer Science (FPS) are also encouraged to pursue the MS degree. The MS degree requires a minimum of 36 hours including a thesis and typically takes 2 years to complete.

MS DEGREE REQUIREMENTS:

1. Students should form a thesis committee and have an approved Plan of Work (POW) by the end of the second semester (for full time students).
2. Thesis committee composition:
 - o A minimum of three NC State Graduate Faculty members;
 - o The committee chair must be a graduate faculty member in TATM; and
 - o If the student has a minor, one committee member needs to represent the minor.
3. Students must successfully pass the thesis defense to graduate.
4. A minimum of 36 credit hours are required to earn the degree.
5. A maximum of 12 credit hours of relevant courses taken as non-degree studies (NDS) may be included in the program with the approval of the student's thesis committee.
6. Two (2) credit hours of TTM 601 (graduate seminar) are required for the degree. No more than 2 hours of TTM 601 count toward the degree.
7. A total of 6-10 credit hours of 600 level courses (TT/TTM 630, 693, 695) in the major for research and independent study can count towards the degree.
8. A maximum of nine (9) credit hours of supporting course work from outside the Department are allowed to count towards the degree. This may be increased to a maximum of 12 hours for students taking 6-credit hour classes in the College of Design.
9. All course work toward the degree must be at the 500 level or above. However, up to 3 credit hours of advanced undergraduate 400 level coursework from outside of the department may be allowed on the plan of work.
10. Each specialization requires a minimum of 15 credit hours of TT/TTM course work at the 500 or 700 levels.
11. If a minor is selected, a minimum of nine (9) hours must be taken in the minor area and nine (9) hours are counted toward the degree requirement.

12. The degree must be completed within six (6) years of the date of the first course completed that is on the Plan of Work. Students must be continuously enrolled once they begin their graduate program. Students may request a leave of absence from the program for one semester at a time; two (2) semesters maximum.

13. Graduate students must maintain a minimum 3.0 GPA to remain in the program and have a minimum 3.0 GPA at the time of graduation.

Students must meet all the rules outlined in the Graduate School Administrative Handbook

Specific course requirements for specializations are as follows *(not all courses are offered every semester and/or may be cancelled)*:

RECOMMENDED FOCUS IN TEXTILE DESIGN & FASHION DESIGN

- ☐ TT 551- Advanced Woven Fabric Design & Structures
- ☐ TT 570- Textile Digital Design and Technology
- ☐ TT 571- Professional Practices in Tex. Design and Tech.
- ☐ TTM 510- Apparel Technology Management
- ☐ TTM 515- Apparel Production
- ☐ TTM 517- Advanced Computer-Aided-Design for Fashion
- ☐ TT/TTM 591- Special Studies
- ☐ TT/TTM 630- Independent Study
- ☐ TT/TTM 632- Special Studies in Tex. Prod. Development
- ☐ TT/TTM 676- Special Projects

RECOMMENDED FOCUS IN BRANDING & RETAIL

- ☐ TTM 561- Strategic Technology Management in the Tex. Complex
- ☐ TTM 573- Management of Textile Product Development
- ☐ TTM 582- Global Text. Brand Management and Marketing
- ☐ TTM 583- Strategic Planning for Textile Firms
- ☐ TTM 585- Market Research In Textiles
- ☐ TTM 588 – Global Perspectives in Textile Supply Chain Management
- ☐ TT/TTM 591- Special Studies
- ☐ TT/TTM 630- Independent Study
- ☐ TT/TTM 676- Special Projects

RECOMMENDED FOCUS IN TEXTILE TECHNOLOGY

- ☐ TT 504- Introduction to Nonwovens Processes and Products
- ☐ TT 520- Yarn Processing Dynamics
- ☐ TT 530- Textile Quality and Process Control
- ☐ TT 541- Theory and Practice Of Knitted Fabric Production and Control
- ☐ TT 550- Production Mechanics and Properties of Woven Fabrics
- ☐ TT/TTM 591- Special Studies

- ☐ TT/TTM 630- Independent Study
- ☐ TT/TTM 676- Special Projects

RECOMMENDED FOCUS IN TEXTILE MANAGEMENT

- ☐ TTM 530- Textile Quality and Process Control
- ☐ TTM 533- Lean Six Sigma Quality
- ☐ TTM 535 – Research Methods and Management
- ☐ TTM 561- Strategic Technology Management in the Tex. Complex
- ☐ TTM 581 – Global Textile and Apparel Business Dynamics
- ☐ TTM 583- Strategic Planning for Textile Firms
- ☐ TTM 591- Special Studies
- ☐ TTM 630- Independent Study

OTHER SPECIALIZATIONS

- ☐ Multiple Specializations
- ☐ Use the optional 9 hours outside the department
- ☐ Use TT/TTM 591, TT/TTM 630, & TT/TTM 676 (12 hours) to structure a focus

Appendix II: Degree Requirements for Master of Textiles (MT)

Master of Textiles (MT): On-Campus

The Master of Textiles (MT) is a non-thesis degree that can be completed in only two semesters (1 year) of full-time on campus study or up to a maximum of six (6) years through distance education. The program is also available entirely via distance education and may be completed on a part time basis. The degree requires a minimum of 30 credit hours.

MT DEGREE REQUIREMENTS:

1. Students must work with an adviser throughout the program. A Graduate Committee is not required.
2. Students must submit a Plan of Work (POW) by the end of their first semester.
3. A minimum of 30 credit hours is required to complete the degree.
4. A maximum of six (6) credit hours independent study courses, TT/TTM 630/632, are allowed to count towards the degree.
5. A maximum of 12 credit hours of relevant courses taken as non-degree studies (NDS) may be included in the program with the approval of the student's adviser.
6. TTM 601 (Graduate Seminar) is not required for the degree. Students are allowed to take TTM 601, but no more than 2 credit hours of TTM 601 count toward the degree.
7. No minor can be declared.
8. Nine (9) credit hours of supporting coursework from outside the Department are allowed on the Plan of Work. This may be increased to 12 hours for students taking 6-credit hour classes in the College of Design.
9. All course work must be at the 500 level or above. However, up to 3 credit hours of advanced undergraduate 400 level coursework from outside of the department may be allowed on the Plan of Work.
10. The degree must be completed within six (6) years of the date of the first course included in the Plan of Work. Students must be continuously enrolled once they begin their graduate program. Students may request a leave of absence from the program for one semester at a time; two (2) semesters maximum.
11. Graduate students must maintain a minimum 3.0 GPA to remain in the program and must have a 3.0 GPA or higher at the time of graduation.

Students must meet all the rules outlined in the Graduate School Administrative Handbook

RECOMMENDED FOCUS IN TEXTILE DESIGN & FASHION DESIGN

- ☐ TT 551- Advanced Woven Fabric Design & Structures
- ☐ TT 570- Textile Digital Design and Technology
- ☐ TT 571- Professional Practices in Tex. Design and Tech.
- ☐ TTM 510- Apparel Technology Management
- ☐ TTM 515- Apparel Production
- ☐ TTM 517- Advanced Computer-Aided-Design for Fashion

- ☐ TT/TTM 591- Special Studies
- ☐ TT/TTM 630- Independent Study
- ☐ TT/TTM 632- Special Studies in Tex. Prod. Development
- ☐ TT/TTM 676- Special Projects

RECOMMENDED FOCUS IN BRANDING & RETAIL

- ☐ TTM 561- Strategic Technology Management in the Tex. Complex
- ☐ TTM 573- Management of Textile Product Development
- ☐ TTM 582- Global Text. Brand Management and Marketing
- ☐ TTM 583- Strategic Planning for Textile Firms
- ☐ TTM 585- Market Research In Textiles
- ☐ TTM 588 – Global Perspectives in Textile Supply Chain Management
- ☐ TT/TTM 591- Special Studies
- ☐ TT/TTM 630- Independent Study
- ☐ TT/TTM 676- Special Projects

RECOMMENDED FOCUS IN TEXTILE TECHNOLOGY

- ☐ TT 504- Introduction to Nonwovens Processes and Products
- ☐ TT 520- Yarn Processing Dynamics
- ☐ TT 530- Textile Quality and Process Control
- ☐ TT 541- Theory and Practice Of Knitted Fabric Production and Control
- ☐ TT 550- Production Mechanics and Properties of Woven Fabrics
- ☐ TT/TTM 591- Special Studies
- ☐ TT/TTM 630- Independent Study
- ☐ TT/TTM 676- Special Projects

RECOMMENDED FOCUS IN TEXTILE MANAGEMENT

- ☐ TTM 530- Textile Quality and Process Control
- ☐ TTM 533- Lean Six Sigma Quality
- ☐ TTM 535 – Research Methods and Management
- ☐ TTM 561- Strategic Technology Management in the Tex. Complex
- ☐ TTM 581 – Global Textile and Apparel Business Dynamics
- ☐ TTM 583- Strategic Planning for Textile Firms
- ☐ TTM 591- Special Studies
- ☐ TTM 630- Independent Study

OTHER SPECIALIZATIONS

- ☐ Multiple Specializations
- ☐ Use the optional 9 hours outside the department

- ☐ Use TT/TTM 591, TT/TTM 630, & TT/TTM 676 (12 hours) to structure a focus

Appendix III: Degree Requirements for Master of Science in Textile

Chemistry (MS TC)

Master of Science in Textile Chemistry (MS TC)

The Master of Science (M.S.) in Textile Chemistry (TC) emphasizes the fundamental principles of polymer science, dyeing and finishing technology, color science, dye chemistry, analytical science, and fiber formation. Our program is highly relevant to many of the chemical, fiber, retail, and textile industries, as well as environmental, medical and forensic science. Some of the active research projects in textile chemistry include study of biomedical applications of polymers, surface treatment and finishing, color perception and imaging, energy harvesting and storage, polymer and fiber science, integration of biotechnology into polymers and fibers, molecular modeling of dyes and fibers, advanced analytical characterization techniques, and environmental sustainability and pollution prevention. Graduates of Textile Chemistry are recruited by a broad range of employers across the globe, including fiber and textile companies, chemical and polymer industries, research and development laboratories, and even state and federal agencies involved with forensic science. Some graduates have also gone onto doctoral programs, particularly in fiber and polymer science (FPS) and textile technology management (TTM).

TC PROGRAM REQUIREMENTS

The Textile Chemistry M.S. degree program has both a thesis and a non-thesis track, as well as an online Distance Education (DE) option, which entail the following:

	THESIS TRACK	NON-THESIS & DE TRACK
Minimum Number of Credits:	32+ credit hours	32 credit hours ¹
Graduate Seminar (TC 601)	2 semesters (2 credit hours)	2 semesters (2 credit hours)
Graduate Coursework	24 credit hours ² (~8 courses)	24 credit hours ² (~8 courses)
M.S. Project Work	Thesis and Final Oral Examination (6+ credit hours)	2 semesters of TC 630, independent study (6 credit hours)
Minimum Committee Structure (All members must be part of the NC State Graduate Faculty)	Chair + 2 Members; two must be part of TC program graduate faculty, one must be outside of TECS core faculty. An optional Co-Chair can be a 4th member	Chair only, selected from TC program graduate faculty
Total Timeline	3-4 semesters	2-3 semesters
Eligibility for Assistantships? RA = research assistantship TA = teaching assistantship	RA TA	TA

Approved Course List for TC M.S. Degree Requirements:

Course ID	Title	Credits
TC 530	The Chemistry of Textile Auxiliaries	3
TC (MSE) 561	Organic Chemistry of Polymers	3
TC 565	Polymer Applications and Technology	3
TC 589	Special Studies in Textile Engineering Science	3
TC 704	Fiber Formation—Theory and Practice	3
TC 705	Theory of Dyeing	3
TC 706	Color Science	3
TC 707	Color Laboratory	1
TC 720	Chemistry of Dyes and Color	3
TC (CH,MAT) 762	Physical Chemistry of High Polymer – Bulk Properties	3
CH	Any course at the 500 level and above	1-4
TT (NW) 503	Materials, Polymers, and Fibers used in Nonwovens	3
TE (PY) 570	Polymer Physics	3
TMS 762	Physical Properties of Fiber Forming Polymers, Fibers & Fibrous Structures	3
TMS (MSE) 763	Characterization of Structure of Fiber Forming Polymers	3
FPS 710	Science of Dyeing, Printing, and Finishing	3
FPS 770	Advances in Polymer Science	3
BCH 751	Biophysical Chemistry	3
FB 516	Forest Products Colloids and Surfaces	3
MSE 565	Introduction to Nanomaterials	3
MSE (CHE) 761	Polymer Blends and Alloys	3
MSE 775	Structure of Semicrystalline Polymers	3
CHE (BEC) 562	Fundamentals of Bio-Nanotechnology	3

3+X Program in Textile Chemistry

<https://textiles.ncsu.edu/tecs/graduate/graduate-resources/tecs-graduate-handbook/#mstc-overview>

Semester 1: Fall	Semester 2: Spring	Summer
GTI 401 3	TC 601: Seminar 1	Internship or Research
Course 1: Chemistry ^{a,b,c} 3	Course 4 ^{a,b,c} 3	(Optional but recommended)
Course 2: Chemistry ^{a,b,c} 3	Course 5 ^{a,b,c} 3	
Course 3 ^{a,b,c} 3	Course 6 ^{a,b,c} 3	
	TC 630: Independent Study ^d 3	
Total Credits ^e 12	Total Credits ^e 13	
Semester 3: Fall	Semester 4: Spring	Summer
TC 601: Seminar 1	TC 695 ^e 1-6	Internship or Research
Course 7 ^{a,b,c} 3	(Thesis students only, if needed.)	(Only if needed)
Course 8 ^{a,b,c} 3		
TC 630 or TC 695 ^{d,e} 3		
Total Credits ^{f,g} 10	Total Credits ^{f,g} 1-6	

Total credits for non-thesis students: 3 + 32

Total credits for thesis students: 3 + 32+

NOTES:

^a 12 credits of letter-graded coursework must be chemistry courses at the 500-level or above. Those credits can be any TC (PCC) or CH course for which you meet the prerequisites; other courses can be approved, in writing, by the TECS Director of Graduate Programs, and a pre-approved list is available on the curriculum website given above.

^b 15 credits of letter-graded coursework must be courses at the 500-level or above that are taught by TECS faculty and for which you meet the prerequisites. Those courses could have the prefix: TE, TMS, TT, TC, FPS, or TTM. (Note that not all courses with these prefixes are taught by TECS faculty; if in doubt, please confirm with the TECS Director of Graduate Programs.) If you plan to continue into the FPS or TTM Ph.D. program, consider taking the core courses as part of your M.S. degree.

^c At least 18 credit hours must be letter graded courses at the 500 level or above; no credits below the 400 level will be counted toward the degree.

^d TC 630 versus TC 695: For non-thesis students, please choose TC 630. For thesis-track students, please register your first 3-6 credits of research as independent study (TC 630) as it will help you obtain structure for your project at the initial stages; in addition, it will also give you flexibility to be able to switch to non-thesis in the future.

^e Thesis students must also produce a Master's thesis and unanimously pass an oral examination of it.

^f The maximum number of credits that can be taken in a semester is 15.

For students on assistantships (TA or RA), the maximum number of credits that can be taken in a semester is 12 (or 13 if one is TE 601); if you are taking at least one 700-level course, we advise limiting credit load to 10.

For students NOT on assistantships, we strongly advise limiting credit load to 12, especially if you are taking at least one 700-level course.

^g The time limit for finishing all Master's degree requirement is 6 years, even if a student received an approved leave of absence. Eligibility for the Graduate Student Support Plan (GSSP) is 4 semesters.

Full-time Non-thesis students (Option B) should aim to finish up by no later than the third semester; ABM students have 12 months after their undergraduate degree is conferred.

Full-time Thesis students should work with their research advisors to determine their completion date. Thesis students should aim to finish up by the fourth semester, but can take up to a fifth semester if your research project necessitates it; ABM students have 18 months after their undergraduate degree is conferred.

Appendix IV: Degree Requirements for Master of Science in Textile

Engineering (MS TE)

Master of Science in Textile Engineering (MS TE)

The Master of Science in Textile Engineering degree program offers unique educational and research opportunities within the domain of textile materials, structures, and technologies, as well as process design. The program is interdisciplinary in nature, drawing upon polymer and fiber science, mathematical sciences, other engineering disciplines, and the physical sciences. Current research activities in textile engineering include inventory and supply chain control, molecular modeling, nonwovens, thermal and protection sciences, polymer and fiber science, biomedical applications of textiles, wearable and smart textiles, textile composites, filtration, nanotextiles, and sustainability.

Graduates of Textile Engineering are recruited by a broad range of employers, including traditional textile areas such as performance athletic wear or outdoor apparel and equipment, or even areas outside of textiles, such as hospitals, research laboratories, or banks. Some graduates have also gone onto doctoral programs, particularly in fiber and polymer science (FPS) and textile technology management (TTM).

TE PROGRAM REQUIREMENTS

The Textile Engineering M.S. degree program has both a thesis and a non-thesis track, which entail the following:

	THESIS TRACK	NON-THESIS TRACK
Minimum Number of Credits:	32+ credit hours	32 credit hours
Graduate Seminar (TE 601)	2 semesters (2 credit hours)	2 semesters (2 credit hours)
Graduate Coursework	24 credit hours (~8 courses)	24 credit hours (~8 courses)
M.S. Project Work	Thesis and Final Oral Examination (6+ credit hours)	2 semesters of TE 630, independent study (6 credit hours)
Minimum Committee Structure <i>(All members must be part of the NC State Graduate Faculty)</i>	Chair + 2 Members; two must be part of TC program graduate faculty, one must be outside of TECS core faculty. An optional Co-Chair can be a 4th member	Chair only, selected from TC program graduate faculty
Total Timeline	3-4 semesters	2-3 semesters
Eligibility for Assistantships? RA = research assistantship TA = teaching assistantship		

3+X Program in Textile Engineering

<https://textiles.ncsu.edu/tecs/graduate/graduate-resources/tecs-graduate-handbook/#mste-overview>

Semester 1: Fall	Semester 2: Spring	Summer
GTI 401 3	TE 601: Seminar 1	Internship or Research
Course 1: Engineering ^{a,b,c} 3	Course 4 ^{a,b,c} 3	(Optional but recommended)
Course 2: Engineering ^{a,b,c} 3	Course 5 ^{a,b,c} 3	
Course 3 ^{a,b,c} 3	Course 6 ^{a,b,c} 3	
	TE 630: Independent Study ^d 3	
Total Credits ^e 12	Total Credits ^e 13	
Semester 3: Fall	Semester 4: Spring	Summer
TC 601: Seminar 1	TE 695 ^e 3+	Internship or Research
Course 7 ^{a,b,c} 3	(Thesis students only, if needed.)	(Only if needed)
Course 8 ^{a,b,c} 3		
TE 630 or TE 695 ^{d,e} 3		
Total Credits ^{f,g} 10	Total Credits ^{f,g} 3+	

Total credits for non-thesis students: 3 + 32

Total credits for thesis students: 3 + 32+

NOTES:

^a 12 credits of graded coursework must be engineering courses at the 500-level or above. Those credits can be TE, TMS, or any engineering course for which you meet the prerequisites.

^b 15 credits of letter-graded coursework must be courses at the 500-level or above that are taught by TECS faculty and for which you meet the prerequisites. Those courses could have the prefix: TE, TMS, TT, TC, FPS, or TTM. If you plan to continue into the FPS or TTM Ph.D. program, consider taking the core courses as part of your M.S. degree.

^c At least 18 credit hours must be letter graded courses at the 500 level or above; no credits below the 400 level will be counted toward the degree.

^d **TC 630 versus TC 695:** For non-thesis students, please choose TC 630. For thesis-track students, please register your first 3-6 credits of research as Independent study (TC 630) as it will help you obtain structure for your project at the initial stages; in addition, it will also give you flexibility to be able to switch to non-thesis in the future.

^e **Thesis students** must also produce a Master's thesis and unanimously pass an oral examination of it.

^f The maximum number of credits that can be taken in a semester is 15. **For students on assistantships (TA or RA)**, the maximum number of credits that can be taken in a semester is 12 (or 13 if one is TE 601). **For students taking at least one 700-level course**, we strongly advise limiting credit load to 12 if not on an assistantship, and to 10 for those on assistantships.

^g **For full-time students:**

Non-thesis students (Option B) should aim to finish up by no later than the third semester; ABM students have 12 months after their undergraduate degree is conferred.

Thesis students should work with their research advisors to determine their completion date. Thesis students should aim to finish up by the fourth semester, but can take up to a fifth semester if your research project necessitates it; ABM students have 18 months after their undergraduate degree is conferred.

**BOARD OF TRUSTEES
NORTH CAROLINA STATE UNIVERSITY
Nominating Committee
July 15, 2020, 10:30 a.m.
Via Zoom Teleconference
Ronald Prestage, Chair
(Harrell,Goodnight)**

AGENDA

CALL TO ORDER AND ETHICS STATEMENT

- 1. Review of Nominating Committee Guidelines
Ronald Prestage, Chair**

- 2. Recommendations for Board Officers
Chair
First Vice Chair
Second Vice Chair
Secretary**

- 3. Adjourn**

NC STATE UNIVERSITY BOARD OF TRUSTEES
Nominating Committee Informational Materials and Guidelines

I. Duties of the Nominating Committee for Officers of the Board

Section 1.3.5 of the Bylaws of the Board of Trustees addresses the duties of the Nominating Committee:

1.3.5 “A Nominating Committee shall be appointed on or after July 1 of each year by the Chair and shall consist of not less than three nor more than five members of the Board. The Chair shall not serve as a member of the Nominating Committee. The Nominating committee shall be responsible for presenting a slate of nominees to the Board at its first regular meeting on or after July 1 of each year. The slate of nominees shall contain at least one nominee for each of the officers of Chair, First Vice Chair, Second Vice Chair, and Secretary. The guidelines for the Nominating Committee are contained in Appendix 1 to these Bylaws.”

Section 1.2. addresses the officers of the Board and states:

1.2 Officers

1.2.1 At the first meeting after June 30 of each year, the Board of Trustees shall elect from its membership a Chair, a First Vice Chair, a Second Vice Chair, and a Secretary, each of whom shall serve for a term of one year and until a successor is elected. A Chair who is serving a second consecutive year as Chair is ineligible for reappointment as Chair until one year has elapsed from the end of the second consecutive year of service. If a vacancy occurs in any of these officers, the Board of Trustees shall elect a person to serve for the remainder of the unexpired term. These officers shall perform the duties prescribed by these Bylaws and by the parliamentary authority adopted by the Board of Trustees.

1.2.2 The Board of Trustees may also elect an Assistant Secretary, from among the members of the Chancellor’s staff as recommended by the Chancellor. Copies of all minutes, papers and documents of the Board of Trustees may be certified by its Assistant Secretary with the same force and effect as though such certification were made by the Secretary of the Board.

- II. **Appendix I, Section VI, of Board Policy 01.05.10 provides the following Nominating Committee Guidelines concerning the procedures of the Committee:**

Nominating Committee Guidelines

- a) **Select one or more nominees for Chair from Board of Trustee members.**
- b) **Where possible, ensure that each nominee for Chair corresponds to the guideline of limited continuity of leadership: a term as Chair of at least two years. A Chair who is serving a second consecutive year as Chair is ineligible for reappointment as Chair until one year has elapsed from the end of the second consecutive year of service.**

Current Slate of Trustees Officers (2019-2020):

Chair:	Thomas E. Cabaniss
First Vice Chair:	Stanhope A. Kelly
Second Vice Chair:	Edward I. Weisiger, Jr.
Secretary:	Ann B. Goodnight
Assistant Secretary:	P.J. Teal