9:15 – 4:00 p.m.  New Trustee Orientation  
(Andrew, Cyrus, Goodnight, Kelly, Washington)

3:15 – 4:00 p.m.  University Affairs Committee  
(Ward, Cabaniss, Cyrus, Owens, Prestage)  
Chancellor’s Reception Room

4:00 p.m.  Full Board Meeting  
(All Trustees)  
Hood Board Room
2015 NEW TRUSTEE ORIENTATION  
Wednesday, July 15, 2015  
Hood Board Room, Dorothy and Roy Park Alumni Center, Centennial Campus

9:15 – 9:30 am  **Headshot photo for website**

9:30 – 9:45 am  **Introductions**

9:45 – 10:45 am  **Overview of the University – Chancellor Randy Woodson**

10:45 – 11:15 am  **Trustee Authority and Responsibilities – Eileen Goldgeier, Vice Chancellor and General Counsel**

11:15 – 12:15 pm  **Overview of Provost’s Unit and Work of the University Affairs Committee – Duane Larick, Senior Vice Provost**

12:15 – 1:15 pm  **Lunch Presentation: Innovation, Research and Economic Development – Randy Woodson, Chancellor**

1:15 – 1:45 pm  **Overview of University Advancement and Work of the University Advancement and External Affairs Committee – Brian Sischo, Vice Chancellor for University Advancement**

1:45 – 2:30 pm  **Overview of Financial and Administration Unit and work of the Audit, Risk Management and Finance Committee – Charlie Leffler, Vice Chancellor for Finance and Business / Mary Peloquin-Dodd, University Treasurer**

2:30 – 2:50 pm  **Work of the Buildings and Property Committee – Charlie Leffler / Steve Arndt, Associate Vice Chancellor for Facilities**

3:00 – 4:00 pm  **Windshield Tour of NC State University Campus**
AGENDA

FULL BOARD MEETING, Park Alumni Center, Hood Board Room

4:00 p.m. ■ Call to Order and Ethics Statement
Ben Jenkins, Chair of the Board

■ Roll Call

■ Approval of Minutes

TAB 1

- April 17, 2015, Open Session of Full Board
- April 17, 2015, Closed Session of Full Board

■ Ceremonial Oath of Office for New Trustees
Judge Paul Ridgeway

■ Report from June 15 Nominating Committee Meeting
Wendell Murphy

Election of Officers for 2015-2016

TAB 2

■ Chair’s Report

TAB 3

■ Chancellor’s Report
W. Randolph Woodson, Chancellor

TAB 4

Committee Reports:

■ University Affairs
Susan Ward, Chair

On the Agenda: Board, Committee Approvals; Informational

TAB 7

- Request for Authorization to Discontinue Degree Programs
  - M.Ed. and M.S. in Business and Marketing Education (Distance Education)
  - Ph.D. in Counseling and Counselor Education
  - Ph.D. in Science Education

- Request for Degree Title Changes
  - Ph.D. in Curriculum and Instruction rename as Ph.D. in Teacher Education and Learning Sciences
  - Ph.D. in Educational Research & Policy Analysis rename as Ph.D. in Educational Leadership, Policy and Human Development
  - Ph.D. in Mathematics Education rename as Ph.D. in Learning and Teaching in STEM
University Affairs Committee (continued)

- Request for Authorization Establish New Degree Programs
  - Doctorate in Design
  - M.S. in Forensic Science
- Request to Continue the Center for Integrated Pest Management
- Provost’s Update – Merging and Renaming Departments in the College of Education
- Closed Session:

Personnel Matters

Items of Interest to Members of the Board

CLOSED SESSION

Reconvene in OPEN SESSION for Any Additional Items to Come Before the Board

5:00 p.m.* Adjourn

* Ending time is approximate

✓ Requires full board approval
The North Carolina State University Board of Trustees met in regular session in the Hood Board Room of the Dorothy and Roy Park Alumni Center on Centennial Campus, Raleigh, NC, on Friday, April 17, 2015. Chair Benjamin P. Jenkins III presided.

Members present:

Benjamin P. Jenkins III, Chair  
Thomas E. Cabaniss  
Jimmy D. Clark  
Gayle S. Lanier  
Robert L. Mattocks II  
Barbara H. Mulkey  
Wendell H. Murphy  
James W. Owens  
Ronald W. Prestage, DVM  
Randall C. Ramsey  
John P. Sall  
Susan P. Ward  
Rusty Mau, ex officio

Chair Jenkins called the meeting to order at 9:15 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. Chair Jenkins 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  
Mr. Sall made the motion, seconded by Mr. Ramsey, to approve the open and closed session minutes of the February 20, 2015 meeting of the full board. The motion passed.

CHAIR’S REPORT- Chair Ben Jenkins  
Chair Jenkins announced that Khari Cyrus, Park Scholar and Political Science major, is the new student body president for the 2016 academic year.

Chair Jenkins gave an Executive Committee report. The committee met on March 16, 2015, to consider the Trustee recommendation to the Senate for the Centennial Authority Board. They approved Cassius Williams for that seat on the Authority Board. The committee also met this morning to discuss personnel matters which will be reviewed and discussed today in closed session.

Chair Jenkins reviewed the Endowment Board appointments. He referred to the Endowment Board by-laws that call on six members to be appointed by our Board of Trustees for a three-year term with two members to be appointed each year. He noted that Ms. Suzanne Gordon and Mr. Jim Peden will complete their terms on the Board on June 30, 2015 and that the board is recommending that Ms. Barbara Mulkey and Mr. Larry Barbour be appointed to fill their seats for three-year terms ending June 30, 2018.

Ms. Ward made a motion to approve the appointments of Barbara Mulkey and Larry Barbour to the Endowment Board. Ms. Lanier seconded the motion. The motion passed.

Chair Jenkins thanked the Board of Trustees, Provost, Deans, and Faculty, the Executive Officers and the Chancellor for all that they have done for NC State and the community. He noted that observing and working with this great team for the past two years has been meaningful in many ways and he thanked them for the opportunity to serve as Chair.
Chair Jenkins asked everyone to mark their calendars on July 15, 2015, for new trustee orientation and the summer board meeting.

**CHANCELLOR’S REPORT – Randy Woodson**

Chancellor Woodson reported that a recent graduate was on Shark Tank. Sharon Bui, a 2013 graduate in Fashion and Textile Management, co-founded her own company while at NC State as a student. The company is known as “Frill” and is a North Carolina-based company that provides custom formal garments for sororities. As it turns out not one, but two of the “shark judges” agreed to fund the company, to the tune of $100,000.

The Chancellor reported that we had a very nice announcement from Lynn Good, President and CEO of Duke Energy, last week of a generous gift from Duke-Progress Energy. The company has donated $2.5 million dollars - $1.5 million for the FREEDM Center and then $1 million to support annual workforce development programs and scholarships that attract and retain underrepresented groups in the College of Engineering and K-12 outreach programs.

Chancellor Woodson announced that on Friday, April 24, we will be celebrating the 30th anniversary of Centennial Campus. He noted that Centennial Campus has changed the face of research engagement and education in North Carolina.

Chancellor Woodson shared rankings from several institutions. From College-Factual.com, NC State ranks seventh for Best College for the Money. USA Today ranks NC State seventh for Schools with the Best In-state Tuition and NC State is one of 24 higher education institutions to make the Forbes List of Best U.S. employers. Asset.com ranked NC State number one best return on investment.

The Chancellor said that NC state students are doing some great things in academics and athletics. He announced that NC State has two students who have been named recipients of Goldwater Scholarships this year. The scholarship is one of the most prestigious awarded to undergraduate students, meant to support promising individuals who plan research careers related to engineering, mathematics, or natural sciences. This brings the total number of Goldwater Scholarships awarded to NC State students to 48.

Chancellor Woodson announced that a faculty member received a Presidential Award for Excellence in Science, Mathematics, and Engineering mentoring. Elizabeth Parry, a coordinator for the Engineering Place, is one of 14 individuals to win this award, which recognizes the crucial role mentoring plays in the academic and personal development of students in science – particularly those in underrepresented groups.

The Chancellor made some announcements about the 2015 Chancellor’s Faculty Excellence Program – New Clusters. He reported that there are eight new clusters.

1. **Carbon Electronics** - This cluster will pursue international prominence in next-generation, carbon-based energy, display and/or detector technology and computation platforms, and it envisions interrelated fundamental and applied technology advances that provide revolutionary computing approaches, renewable power sources, advanced energy storage, and novel device capabilities such as low-cost memory and sensors.

2. **Emerging Plant Disease and Global Food Security** - This cluster will develop new knowledge to understand the fundamental basis of emerging infectious plant diseases caused by pathogens - enabling a more rapid response to contain and limit potential damage by emerging threats.

3. **Global Water, Sanitation and Hygiene** - This cluster will position NC State as the leading university in the U.S. conducting critical research and teaching in vital and complex global water and sanitation issues.
4. Leadership in Public Science - This cluster will engage the public in the process of science and prepare current and future generations of scientists to communicate their work to public audiences in clear, understandable, and actionable terms.

5. Microbiomes and Complex Microbial Communities - This cluster will establish an internationally recognized center of excellence in the analysis and engineering of plant, animal and insect microbiomes and microbial communities, with a focus on communities associated with crop plants, farm animals, insect pests and the environment.

6. Modeling the Living Embryo - This cluster will assemble a team of scientists who will apply precision measurements of molecular, cellular and tissue dynamics in living embryos, along with computer simulation and modeling, to understand the development, growth and diversification of plants and animals.

7. Sustainable Energy Systems and Policy - This cluster will develop an interdisciplinary research team capable of addressing societal challenges related to energy sustainability.

8. Visual Narrative – This cluster is a central mode of understanding the world around us, playing a key role in how we make sense of our experiences, how we communicate them, how we share our culture, how we understand its history and future trajectory, and how we explore hypothetical worlds that might have been or might emerge.

Chancellor Woodson reported that it’s been about six weeks since we announced the creation of the Our Three Winners Fund to honor our two alumni and one current student who died in a Chapel Hill shooting. The Our Three Winners Fund, will award scholarships in the three students’ names through the Poole College of Management, the College of Sciences and the College of Design.

The Chancellor announced that Vice Chancellor and General Council Eileen Goldgeier will have her five year comprehensive review this year and the process will begin on Monday.

Chancellor Woodson reported that the Walter Hines Page awards will be presented to the outgoing Trustees at the end of the meeting to thank them for their dedicated services to NC State. He also reported that we have some other folks who are attending their final trustee meeting in their current capacities:

- David Zonderman, chair of the faculty.
- Robert Davis, chair of the Staff Senate.
- Dan Solomon is stepping down in July after 34 years of administrative leadership in the sciences.
- Dean Jayne Fleener from the College of Education, who has been at NC State since 2010 is stepping down from that position, to return to the faculty.
- It’s not his last meeting, but I will also share that Dean Ira Weiss of the Poole College of Management is announcing that he stepping down July 1, 2016. He’s been at NC State since 2004.

He reported that Vice Chancellor for Finance and Business, Charlie Leflfler, is retiring effective October 1, 2015. Charlie started here in 1984 as associate vice chancellor roles for business services and facilities.

**COMMITTEE REPORTS**

**Audit, Risk Management and Finance Committee–Chair Jimmy Clark**

Mr. Jimmy Clark reported that Cecile Hinson, Director of Internal Audit, reviewed her quarterly update on Internal Audit activity, and presented the fiscal year 2016 Audit Plan for the University. The Committee approved the Audit Plan for the next fiscal year.
Mr. Clark reported that Vice Chancellor Charlie Leffler and Mr. Kevin Howell provided a legislative update to the Committee. They included an analysis comparing the BOGs’ proposed biennial budget for the UNC System to the Governor’s Budget for fiscal years 2015-2016 and 2016-2017. Differences included full enrollment funding adjustments under the BOG budget in both years of the biennium with full funding in only the first year of the Governor’s Budget. The second year of the biennium under the Governor’s proposal includes an additional $30.9 million OSBM reserve that offsets enrollment funding. The North Carolina Research Campus funding was requested under the Board of Governors’ proposal but there is no funding allocated under the Governor’s budget. Other significant actions in the Governor’s proposal include a 2 percent management flexibility reduction and a $17.9 million reduction in funding for UNC fundraising across the system. This cut would impact NC State by a $5.8 million cut, if enacted.

Mr. Clark stated that they also discussed Legislative priorities for capital projects. The primary initiative for NC State is the Engineering Building Oval—a $154 million project — for which $77 million has been requested.

Mr. Clark reported that Dr. Mike Mullen, Vice Chancellor and Dean for the Division of Academic and Student Affairs (DASA), discussed the Division’s strategic goals and approach to risk management. Promoting Student Success is the basis for four of the five goals. He also provided an overview of the organizational mission and structure of DASA. He reported that the list of the Top 10 DASA strategic risks, from 87 total risks identified, providing examples of the types of risk that the Division continually monitors. The Committee had a good discussion regarding the area of student related risks.

Mr. Clark announced that Lori Johnson, Director of University Strategic Debt Management, provided a debt update to the Committee. She reviewed a ten year history of the University’s Outstanding Debt, by amount, type, and purpose. The current debt outstanding is about $560 million and about 92 percent of the total is in the form of fixed or synthetically fixed rate debt. She also discussed possible borrowing plans for the next five years which include projects such as the Reynolds Coliseum project, Engineering Oval, and student facilities. Based on current expectations, debt is likely to increase during the next 10 years, but debt service is expected to remain at or just below NC State’s desired threshold of 4 percent of annual operating expenses.

Mr. Clark reported that University Treasurer, Mary Peloquin-Dodd 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 General Administration and the copies of the Audits were made available to the Committee. She also updated the Committee about the differences between Total Net Assets, which are reported to General Administration, and total endowment of the University and Associated Entities.

Finally, Cecile Hinson, Director, Internal Audit, closed the committee meeting with informational reports and an update on current year activities.

**Buildings and Property Committee – Chair Randy Ramsey**

Mr. Ramsey began by announcing that the committee reviewed and approved one property matter that requires full board approval. It is:

- Disposition by Right of Way to the City of Raleigh and North Carolina Department of Transportation of approximately three acres to accommodate the future Pullen Rd. / Centennial Parkway intersection.

Mr. Ramsey made a motion to approve the Disposition by Right of Way to the City of Raleigh and North Carolina Department of Transportation of approximately three acres to accommodate the future Pullen Rd./Centennial Parkway intersection. Mr. Murphy seconded the motion. The motion passed.

Mr. Ramsey reported that the committee approved one property matter that required committee approval only. It was Acquisition by Lease for Distance Education & Learning Technology Applications for
approximately 6,400 square feet of space on Centennial Campus to be used for proctoring and associated offices. The likely location for this use will be the Venture Complex and will be for a term of 10 years at a rate to be negotiated but not to exceed market value.

Mr. Ramsey announced that the committee also approved 11 designer selections. We accepted five completed projects with a combined value of just under $1 million. The list includes acceptance of the construction and safety improvements at the Morrill entrance and elevator modernization at the Phytotron.

Mr. Ramsey reported that the committee received proposed revisions to Policy 7.60.1: Parking and Transportation Ordinances 2015-2016 that require full board approval.

Mr. Ramsey made a motion to approve the revisions to Policy 7.60.1: Parking and Transportation Ordinances 2015-2016. The motion was seconded by Mr. Murphy. The motion passed.

Mr. Ramsey reported that the committee reviewed the annual update of the Physical Master Plan. The committee also approved 4 Plans and Specifications of Formal Projects costing less than $2 million. Lastly, they received updates about Centennial Campus, other capital projects and Projects in Planning.

**University Advancement and External Affairs Committee- Chair Jim Owens**

Dr. Owens began by reporting that Vice Chancellor Brian Sischo provided a University Advancement update, sharing information on organizational changes in University Development and the plans being implemented to fill several key vacancies over the next few months, including the Associate Vice Chancellor for University Development. Benny Suggs, Associate Vice Chancellor for Alumni Relations, is serving in an interim leadership role in University Development. In addition, Keith Oakley, Executive Director for College Advancement for the CALS Foundation, is serving as a Special Development Advisor to Vice Chancellor Sischo.

Dr. Owens reported that Vice Chancellor Sischo went over gifts and pledges, gift receipts and campaign commitments reports. He noted that CALS continues to be on course for record-breaking results, and the College of Veterinary Medicine is performing strongly as well. Vice Chancellor Sischo pointed out that overall we are on track to potentially achieve a new fundraising record for FY15.

Dr. Owens shared that the committee discussed historical and current budget figures for University Advancement, with emphasis on clarifying where state appropriated funds are allocated. They also discussed how proposed cuts to the state appropriation for development would affect development activities across the University.

Dr. Owens reported that Associate Vice Chancellor for Communications Brad Bohlander presented a campaign communications overview, which focused on themes emerging from conversations with the academic deans.

Finally, Dr. Owens reported that in Closed Session, the Committee reviewed and approved two naming proposals that will be reviewed by the full Board of Trustees in closed session.

**University Affairs Committee- Chair Susan Ward**

Ms. Ward reported that Ms. Krista Ringler Domnick, 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. Pursuant to North Carolina General Statutes, students who receive full scholarships from the list of recognized entities will be considered residents of North Carolina and will receive the resident tuition benefit. There are a total of 67 new and continuing students benefiting from this provision. Of these 67 students, 56 are Park Scholars. This process is governed by NCSU REG 02.70.03: Residency for Full Scholarship Undergraduate Students, which requires an annual update to the Board of Trustees.
Ms. Ward reported that Dr. Louis Hunt, Senior Vice Provost and University Registrar, gave a report on the special consideration process of undergraduate admissions and the performance of students previously admitted through that process. 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. This process is governed by NCSU REG 02.10.4: Identification and Performance Monitoring of Selected Students Requiring Special Consideration for Admissions, which also requires an annual update to the Board of Trustees.

Ms. Ward reported that the committee approved the 2015-16 Salary Ranges for all Tier II Senior Academic and Administrative Officers as presented by Associate Vice Chancellor for Human Resources, Barbara Carroll. UNC-General Administration determines the ranges for all SAAO-Tier I positions (the Chancellor and Vice Chancellors).

Ms. Ward reported that the committee also recommended several degree-related items that require approval by the full board. First, we recommended discontinuation of four degree programs because of long-term and persistent low enrollment, very few degrees awarded and because the programs are unlikely to grow sufficiently to have a critical mass of students. The programs will be officially discontinued when all continuing students have been graduated or have otherwise left the program. The four degree programs are: Ph.D. in Physiology; B.A. in Africana Studies; B.A. in Women's and Gender Studies; and B.S. in Business and Marketing Education. Ms. Ward made a motion for the approval of the Request for Authorization to Discontinue these degree programs. Dr. Prestage seconded the motion. The motion passed.

Ms. Ward reported that the committee recommended changing the title of the Associate of Applied Science degree in Oramentals and Landscape Technology to an Associate of Applied Science in Horticultural Science Management. This change will give students an opportunity to broaden their educational focus. We also approved the request to change the title of the B.S. degree in Construction Engineering and Management to B.S. in Construction Engineering. The name change will further distinguish the engineering emphasis of our degree program from Construction Management degrees offered at other institutions and aid in the accreditation process which now requires two separate and distinct accreditation reviews. Ms. Ward made a motion for the approval of these two degree title changes. Mr. Sall seconded the motion. The motion passed.

Ms. Ward announced that the committee approved the Request for Authorization to Plan and Establish five distance education degree programs for which on-campus versions of the degrees already exist. The distance education degree programs are: MSA in School Administration; M.Ed. in Clinical Mental Health Counseling; M.Ed. in College Counseling and Student Development; M.Ed. in School Counseling; and M.S. in Electric Power Systems Engineering. Ms. Ward made a motion for the approval of the Request for Authorization to Plan and Establish these five distance education degree programs. The motion was seconded by Mr. Ramsey. The motion passed.

Ms. Ward stated that the committee approved the Request for Authorization to Participate in an Inter-Institutional Arrangement for the purpose of establishing a Physics-Electrical Engineering Dual-Degree Program between North Carolina Central University and NC State. The proposed dual degree program builds upon the existing natural links between the two institutions as members of the UNC system. Presently students do transfer between the two institutions and many course equivalencies have already been mapped. The proposed program will create a mechanism to recruit, admit and graduate students that does not exist today. Ms. Ward made a motion for the approval of the Request for Authorization to participate in the inter-institutional arrangement. Mr. Mau seconded the motion. The motion passed.

Ms. Ward reported that the committee received an update on Faculty Senate activities from Faculty Chair David Zonderman and on Staff Senate activities from Staff Senate Chair Robert Davis. Faculty Senate committees continue to work on a number of ideas, proposals, and resolutions and are discussing
revisions to the post tenure review policy. The Staff Senate has also been busy this spring with a variety of endeavors promoting education, community service and outreach.

Ms. Ward announced that in the Provost’s update, the committee was notified of three new graduate certificates being offered in the Poole College of Management. They received an update on the College of Sciences Dean search and were notified that Dr. Katharine Stewart, currently Vice President for Academic Planning and Quality at UNC General Administration, will be appointed Vice Provost of Faculty Affairs effective June 1, 2015. She will replace Dr. Betsy Brown who is retiring from the position. Provost Arden informed the committee of recent distinguished professorship appointments made in the Colleges of Engineering and Sciences. The Provost also reported that in accordance with the UNC Policy on the Employment of Related Persons (Anti-Nepotism Policy), NC State does not have any reported employees out of compliance with the policy.

Ms. Ward reported that in closed session, the committee approved conferral of tenure to six new faculty hires and to 41 faculty members who were reviewed during the annual promotion and tenure process. They also approved a non-salary compensation request and an employment agreement. Finally, the committee recommended for approval by the Board of Governors salary increases that are greater than 15 percent and $10,000 from each employee’s previous June 30 salary.

**Nominating Committee – Chair Barbara Mulkey**

Ms. Mulkey reported that the committee reviewed the Board’s Nominating Committee guidelines and that they appointed a new slate of officers.

Ms. Mulkey reported that she reminded all members of their duty to avoid conflicts of interest and appearance 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.

Ms. Mulkey reported that she ensured that all members had reviewed and understood the board’s Nominating Committee guidelines. She noted that Trustee bylaws do not include provision for ladder succession and that the Chair may only serve for two years.

Ms. Mulkey reported that during the meeting, Dr. Prestage made a motion seconded by Mr. Murphy to nominate the following slate of officers for 2015-2016:

- Jim Owens, Chair
- Jimmy Clark, First Vice Chair
- Gayle Lanier, Second Vice Chair
- Tom Cabaniss, Secretary
- P.J. Teal, Assistant Secretary

She reported that the committee unanimously voted in favor of the motion.

**Board of Visitors Report – Chair Chuck Flink**

Mr. Flink reported that the Board of Visitors heard a presentation from Chancellor Woodson on “Demonstrating the Value of NC State to the North Carolina Economy.” They heard updates from Louis Hunt, Vice Provost and University Registrar about his department and he noted that there are 21,000 applicants this year and he reported that they received an overview from Louis Martin–Vega, Dean of the College of Engineering, that there are three national champions in the COE. Mr. Flink referenced the report heard from the University Advancement committee and reiterated what was said in Dr. Owens report. Mr. Flink ended his report by stating that Senator Josh Stein of the North Carolina General Assembly was their luncheon speaker and he is passionate about higher education.

**Student Government Report – Chair Rusty Mau**

Mr. Mau reported that the NC State University Board of Trustees is an integral component of the university and that they are a leader in service and philanthropy and a steward of the university’s mission.
He thanked the current and former trustees for cultivating a positive culture at NC State. He noted that this culture helped create scholarship programs such as the Park Scholarship, which is what attracted him to the university, and made a lasting impact on his life. He stated that he is truly grateful for all they have done and will continue to do for NC State.

Mr. Mau stated that NC State University is an economic and social multiplier. The work at NC State leads to economic development and societal change. He would like for external partners to recognize the impact the university has on the local community and North Carolina. He stated that from economic development through research spinoffs to societal growth through the education of the next generation, NC State University will remain a crown jewel of this state.

Mr. Mau reported that student life at NC State is excellent but they will always need help. He noted that shared governance requires students, faculty, staff, administrators, and external partners to work together to better the university. In all decisions, he hopes that groups will ask students first, prior to making decisions. He would like to engage all parties from the beginning to ensure long-term solutions that benefit the university and community. He believes that this is critical for initiatives on and off campus with internal and external partners.

Mr. Mau believes that the future of NC State is strong. He reported that the Board and administrative leadership team created a strategic plan that will continue to move the university forward. He encouraged all parties to actively engage students in more university processes. He noted that while students may not appear to be directly affected, the voice of the youngest stakeholders must be heard.

He reported that student influence goes a long way. Whether discussing football attendance/tailgate policies, athletics performance expectations (on and off the court), the future of university dining, the NC State campus culture, or any other NC State related topic, students have important and unique perspectives.

Mr. Mau ended his report by thanking the Board for their continued service to the NC State Wolfpack and for the opportunity to learn from them.

**Presentation of Walter Hines Page Award**

Chancellor Woodson and Chair Jenkins presented the Order of Walter Hines Page certificate to Barbara Mulkey, John Sall and Rusty Mau in appreciation of their dedicated service to the board and to the university. Mr. Mattocks had previously been inducted into the Order of Walter Hines Page. Chair Jenkins discussed the legacy of Walter Hines Page and explained that these awards are presented solely to former Trustees and that upon the completion of their terms they are deemed “Trustee Emeritus.”

With no further business in open session, the board went into closed session at 10:45 a.m. to prevent the premature disclosure of an honorary award and to consider the qualifications, competence, performance, and conditions of appointment of a public officer or employee or prospective public officer or employee.

**Reconvene in Open Session**

The Board of Trustees returned to open session at 11:20 am.

Dr. Prestage made the following motion:

For the purpose of providing supplemental compensation to the Chancellor of NC State University from privately raised funds, I move that the Board of Trustees approves an operating protocol for administering two NC State University Foundation, Inc. funds that have been identified for this purpose. The protocol is as follows:

1. Annually and upon request of the Chair of the Board of Trustees, the Office of Foundations, Accounting and Investments (or similarly named office) will provide the Chair with a report that
indicates the current value of the endowment fund and the income available for disbursement under the terms of the Gift Memoranda of Understanding with the Foundation.

2. The Chair will present the investment report to the Executive Committee of the Board of Trustees for a recommended payout of non-salary supplemental compensation with the Chancellor’s satisfactory performance to the full Board. The full Board will vote on the recommendation. It is understood that the payout is not automatic and the amount may vary from year to year.

3. The Chair of the Board of Trustees, in consultation with the UNC President, shall make the recommendation for approval to the Board of Governors.

4. It is expected that the Board of Governors will consider and make a decision about the recommendation in a timely manner so as to ensure that the payout will occur as promptly as possible and in the same calendar year.

The motion was seconded by Dr. Owens. The motion passed.

With no further business in open session, Chair Jenkins adjourned the meeting at 11:33 am.

Respectfully submitted,

____________________________________  _______________________
Assistant Secretary                   Secretary

Approved:

______________________________
Chair of the Board
North Carolina State University
Board of Trustees
NOMINATING COMMITTEE
June 15, 2015
Meeting Minutes

The Nominating Committee met on Monday, June 15, 2015. Chair Mulkey called the meeting to order at 6 p.m.

Members present: Barbara Mulkey, Chair; Wendell Murphy; and Ron Prestage. Also in attendance were Chancellor Randy Woodson, Vice Chancellor and General Counsel Eileen Goldgeier, and Assistant Secretary P.J. Teal.

Chair Mulkey reminded all members of their duty to avoid conflicts of interest and appearance 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. There being none, Chair Mulkey then called on Assistant Secretary P.J. Teal for the roll call.

Ms. Mulkey stated that the purpose of the meeting was to review the slate announced at the April 2015 meeting given that not everybody on the slate was reappointed. She also asked Mr. Murphy to report the slate at the July Board meeting.

Mr. Murphy made a motion seconded by Dr. Prestage to nominate the following slate of officers for 2015-2016:

Jim Owens, Chair
Jimmy Clark, First Vice Chair
Tom Cabaniss, Second Vice Chair
Ann Goodnight, Secretary
P.J. Teal, Assistant Secretary

The committee unanimously voted in favor of the motion.

The meeting adjourned at 6:15 p.m.

Respectfully submitted:

[Signature]
P.J. Teal
Assistant Secretary
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 participation\(^2\) in the particular matter involved.

---

\(^1\) 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.
NC State Sees Success as CICEP HOST
In June, NC State hosted the Association of Public and Land-Grant University’s annual CICEP Summer Conference. The event allowed the Commission on Innovation, Competitiveness, and Economic Prosperity to meet and discuss ways in which universities create and contribute to the prosperity of their local and national communities. Presenters from NC State and other similar institutions shared their stories of success in entrepreneurship and innovation, exchanging ideas and resources for future work.

Student Wins Lemelson-MIT Student Prize
Chemical and Biomolecular Engineering graduate student Alexander Richter received a $15,000 Lemelson-MIT Student Prize for work to improve agricultural pest control and strengthen the global food supply. The award is the result of a nationwide search for the most inventive graduate students, and Richter will use the funding in his efforts to develop a new way to apply pest control agents via nanoparticles. The new method could reduce the amount of chemicals used in plant protection by as much as 90 percent.

NC State Researchers Help Combat Norovirus
Norovirus affects an estimated 20 million Americans every year, but a new finding from NC State researchers can help to limit the viruses spread. The researchers found that contact with copper surfaces effectively neutralizes the virus when copper ions generate free radicals that damage the virus makeup. More testing is needed, but the research shows promise for halting transmission - replacing high contact surfaces (like doorknobs, handles, and railings) with copper could have a significant impact, especially in hospitals and doctor’s offices.

Joint Cancer Research receives NIH Grant
A joint project led by statistics professors at NC State, UNC-Chapel Hill, and Duke recently received a $10.4 million grant from the National Cancer Institute. The project aims to develop statistical methods that will allow for research on personalized medicine – specifically on cancer treatments tailored to individual patients. Currently, trials offer data on whether a medicine or therapy works well at a specific time, but the new models will allow studies to evaluate how a series of decisions and medications works over the duration of a patient’s treatment. The new grant represents a 5-year extension of the original 2010 grant, as the project’s results are promising.

Textiles Creates Outfits for First Responders
NC State researchers lead the way on creating clothing that resists heat, flames, and chemicals, and now they are testing a new base ensemble of shirts and pants for emergency workers – one that could drastically improve the quality and comfort of our first responders. The project is part of a $718,000 grant from the Department of Homeland Security, and the aim is to replace the layers that firefighters wear when on call with more effective clothing. Because this is what responders wear the entire time they are on duty, it needs to be more fire resistant and water repellent but also attractive and comfortable.
NC State NIEHS Grant
Researchers from North Carolina State University’s Center for Human Health and the Environment have received a five-year, $6.5 million grant from the National Institute of Environmental Health Sciences to investigate how human health, both of individuals and populations, is affected by environmental factors. The Center’s goal is to interdisciplinary research and collaboration to construct a complete picture of how environmental factors affect pathways, the genome, and the epigenome. The grant will support the continuation of this work, as well as funding outreach and education programs.

Creative Process Through Science
A group of recent NC State grads will have their senior design project put on display with works by M.C. Escher and Leonardo da Vinci at the North Carolina Museum of Art. Recognizing NC State’s excellence in Design and Engineering, the museum actively recruited the students as part of its STEAM (Science, Technology, Engineering, Art and Mathematics) initiative. Their piece uses 512 LEDs surrounded by a larger cube of mirrors, creating light displays that seem to go on forever.

NC State Students Compete in Reality Show
Two seniors in NC State’s PGA Golf Management Program are competing on the Golf Channel’s new reality show, Altered Course. Twin brothers Anthony and Nick Capra will represent NC State, putting their knowledge to the test as they navigate reimagined extreme golf holes – some with multiple holes and in excess of 700 yards. They will compete in a tournament style challenge against 7 other teams, being scored on strokes and time, with a team being eliminated each week until only one remains.

NC State Insulin Patch could Replace Injections
Researchers at NC State and UNC Chapel Hill have invented the first “smart insulin patch.” The patch detects increases in blood sugar levels and secretes doses of insulin into the bloodstream whenever needed. The patch is a thin strip the size of a penny with tiny microneedles that store insulin and release it when blood sugar levels get too high. The patch is designed to match the body’s natural mechanisms for controlling blood sugar, and has the potential to work better than mechanical sensing devices.

Engineering Place Coordinator Receives Presidential Award
Elizabeth Parry, partnership coordinator for the Engineering Place, traveled to the Whitehouse to receive the Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring. The award is given by the White House to individuals and organizations in recognition of the role that mentoring plays in academic and personal development of students pursuing STEM Education – especially those from groups underrepresented in the field.
CALL TO ORDER
Susan Ward, Committee Chair

ROLL CALL

READING OF STATE GOVERNMENT ETHICS ACT CONFLICT OF INTEREST STATEMENT

1. AGENDA
   A. Approval of April 16, 2015 University Affairs Committee Minutes

2. REQUESTED ACTION
   A. Request for Authorization to Discontinue Degree Programs
      a. M.Ed. and M.S. in Business and Marketing Education (Distance Education)
      b. Ph.D. in Counseling & Counselor Education
      c. Ph.D. in Science Education
   ✓ B. Request for Degree Title Changes
      a. Ph.D. in Curriculum and Instruction re-name as Ph.D. in Teacher Education and Learning Sciences
      b. Ph.D. in Educational Research & Policy Analysis re-name as Ph.D. in Educational Leadership, Policy and Human Development
      c. Ph.D. in Mathematics Education re-name as Ph.D. in Learning and Teaching in STEM
   ✓ C. Request for Authorization to Establish New Degree Programs
      a. Doctorate in Design (Appendix C)
      b. M.S. in Forensic Science (Appendix C)
   D. Request to Continue the Center for Integrated Pest Management
      Presenter: Mladen Vouk, Interim Vice Chancellor for Research, Innovation & Economic Dev.
3. INFORMATIONAL REPORTS

A. Provost Update


a. Merging and Re-naming Departments in the College of Education
   - Dept. of Curriculum, Instruction and Counselor Education merges with Dept. of Elementary Education: Merged Department re-named as Department of Teacher Education and Learning Sciences
   - Dept. of Leadership, Policy and Adult and Higher Education re-named as Department of Educational Leadership, Policy and Human Development

4. CLOSED SESSION (Personnel Matters)

5. RECONVENE OPEN SESSION

6. ADJOURN

✓ Requires Full Board Approval
The University Affairs Committee of the Board of Trustees of North Carolina State University met April 16, 2015 at 2:45 p.m. in the Winslow Hall Conference Room.

Members Present:  
Susan Ward, Committee Chair  
Tom Cabaniss  
Rusty Mau  
Barbara Mulkey  
Ron Prestage  
Ben Jenkins, Board Chair  

Others Present:  
Randy Woodson  
Warwick Arden  
Barbara Carroll  
Robert Davis  
Krista Ringler Domnick  
Eileen Goldgeier  
Wyona Goodwin  
Cecile Hinson  
Marc Hoit  
Louis Hunt  
Amy Jinnette  
Sarah Lannom  
Duane Larick  
Mike Mullen  
PJ Teal  
Shawn Troxler  
Mladen Vouk  
David Zonderman  

Chair Ward called the meeting to order. A quorum was present.  

She 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 University Affairs Committee at this meeting. Hearing none, Chair Ward proceeded with the Committee agenda.  

Chair Ward asked if there were corrections to the February 19, 2015 open and closed session committee minutes. Hearing none, she declared the minutes stand approved as drafted.  

Ms. Krista Ringler Domnick, 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 Statue, students who receive full scholarships from the list of recognized entities will be considered to be residents of North Carolina and will receive the resident tuition benefit. There are a total of 67 new and continuing students benefitting from this provision. Of these 67 students, 56 are Park Scholars. This process is governed by REG 02.70.03, “Residency for Full Scholarship Undergraduate Students”, which requires an annual update to the Board of Trustees.  

Dr. Louis Hunt, Senior Vice Provost and University Registrar, gave a report on the special consideration process of undergraduate admissions and the performance of students previously admitted through that process. The purpose of this 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. This process is governed by REG 02.10.04, “Identification and Performance Monitoring of Selected Students Requiring Special Consideration for Admissions”, which also requires an annual update to the Board of Trustees.
Ms. Barbara Carroll, Associate Vice Chancellor for Human Resources, explained that as a component of NC State's management flexibility, the campus Board of Trustees is authorized to establish annual salary ranges for its senior academic and administrative officer (SAAO-I) positions below the level of vice chancellor. The BOG establishes ranges for SAAO-Tier I positions, which are the Chancellor and Vice Chancellors. Ms. Carroll explained the process for establishing the proposed salary ranges for the SAAO-II positions which would be effective July 1, 2015. The primary salary data resource is CUPA-HR, which conducts the definitive salary surveys for higher education. Mr. Cabaniss made a motion, seconded by Ms. Mulkey, to approve the salary ranges as presented. The motion carried.

Dr. Duane Larick, Senior Vice Provost for Academic Strategy and Resource Management, presented several degree-related items for the committee’s recommendation to the full board. He began by explaining that just as there is a substantial review process in place for adding new degree programs, the university also takes seriously the review of its existing degree program inventory. In addition, UNC-GA also does periodic reviews of academic program productivity. Dr. Larick presented the discontinuation of four degree programs because of long-term and persistent low enrollment, very few degrees awarded and because the programs are unlikely to grow sufficiently to have a critical mass of students. The programs will be officially discontinued when all continuing students have been graduated or have otherwise left the program. The four degree programs are: Ph.D. in Physiology; B.A. in Africana Studies; B.A. in Women’s and Gender Studies; and B.S. in Business and Marketing Education. He further noted that the university recommends creating a doctoral concentration in physiology within the existing Comparative Biomedical Sciences (CBS) program in the College of Veterinary Medicine. The university is recommending that the B.A. in Africana Studies and Women’s and Gender Studies be consolidated as concentrations within the existing Interdisciplinary Studies major in the College of Humanities and Social Sciences. Finally, the B.S. in Business and Marketing Education will be eliminated from the inventory but the licensure program will be retained. Dr. Prestage moved to recommend to the full board approval of the Request for Authorization to Discontinue/Consolidate the four degree programs as presented by Dr. Larick. Dr. Owens seconded the motion. The motion carried.

Next, Dr. Larick presented two degree title change requests. The College of Agriculture and Life Sciences is recommending changing the title of the Associate of Applied Science degree in Ornamentals and Landscape Technology to an Associate of Applied Science in Horticultural Science Management. This change will give students an opportunity to broaden their educational focus. The College of Engineering is requesting to change the title of the B.S. degree in Construction Engineering and Management to B.S. in Construction Engineering. The name change will further distinguish the engineering emphasis of our degree program from Construction Management degrees offered at other institutions and aid in the accreditation process which now requires two separate and distinct accreditation reviews. Ms. Mulkey made a motion to recommend to the full board approval of the degree title changes as presented by Dr. Larick. Dr. Owens seconded the motion. The motion carried.

Dr. Larick presented Requests for Authorization to Plan and Establish five distance education degree programs for which on-campus versions of the degrees already exist. The distance education degree programs are: MSA in School Administration; M.Ed. in Clinical Mental Health Counseling; M.Ed. in College Counseling and Student Development; M.Ed. in School Counseling; and M.S. in Electric Power Systems Engineering. Dr. Owens moved to recommend to the full board approval of the Request for Authorization to Plan and Establish the five distance education programs as presented by Dr. Larick. Mr. Cabaniss seconded the motion. The motion carried.

Finally, Dr. Larick presented the Request for Authorization to Participate in an Inter-Institutional Arrangement for the purpose of establishing a Physics-Electrical Engineering Dual-Degree Program between North Carolina Central University and NC State. The proposed Dual Degree program builds upon the existing natural links between the two institutions as members of the UNC system. Presently students do transfer between the two institutions and many course equivalencies have already been mapped. The proposed program will create a mechanism to recruit, admit and graduate students that does not exist today. Ms. Mulkey made a motion, seconded by Mr. Cabaniss, to recommend to the full
board approval of the Request for Authorization to Participate in an Inter-Institutional Arrangement as presented by Dr. Larick. The motion carried.

The committee received an update on Faculty Senate and Staff Senate activities from Chair of the Faculty David Zonderman and Staff Senate Chair, Robert Davis. Dr. Zonderman noted that the Faculty Senate continues to work on a number of ideas and proposals and has passed resolutions regarding a university standing committee on lectures and speakers and support of the Libraries. The Senate has also been discussing revisions to the post tenure review policy. Dr. Zonderman noted that this is his final formal meeting as Chair of the Faculty and thanked the Trustees for their support. The committee thanked Dr. Zonderman for his insights, reports and service to the university. Robert Davis reported on a variety of endeavors that the Staff Senate is engaged in to promote education, community service and outreach. Two such examples include participation in the UNC Assembly Golf Tournament and Earth month activities. Mr. Davis noted that this is also his last meeting as Chair of the Staff Senate and that Wyona Goodwin becomes chair July 1, 2015.

Provost Arden shared the following information in his update:

- New graduate certificates are being offered in the Poole College of Management in Operations and Supply Chain Management; Finance; and Marketing.
- On-campus interviews are beginning in the search for the next College of Sciences’ Dean.
- Dr. Katharine Stewart, currently Vice President for Academic Planning and Quality at UNC General Administration, will be appointed Vice Provost of Faculty Affairs effective June 1, 2015.
- Distinguished Professorships have been awarded in the College of Sciences to Dr. H. Thomas Banks in the first LeRoy B. Martin Jr. Distinguished Professorship; Dr. Montserrat Fuentes in the first Goodnight Distinguished Professorship in Statistics; and Dr. David Muddiman in the first Jacob and Betty Belin Distinguished Professorship. The College of Engineering has also awarded the Angel Family Distinguished Professorship in Mechanical and Aerospace Engineering to Dr. Jack Edwards.
- In accordance with the UNC Policy on the Employment of Related Persons (Anti-Nepotism Policy), NC State does not have any reported employees out of compliance with the policy.

A motion was made by Ms. Ward 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. Dr. Owens seconded the motion. The motion carried.

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

Ms. Mulkey made a motion to approve the personnel actions discussed in Closed Session related to the approval of a non-salary compensation request, conferral of tenure to six new faculty members, conferral of tenure to forty-one faculty members reviewed during the annual reappointment, promotion and tenure process and approval of an employment agreement. Mr. Jenkins seconded the motion. The motion carried.

With no further business, Chair Ward announced the meeting adjourned at 4:46 p.m.

________________________________________
Susan P. Ward, Chair
APPENDIX I

UNIVERSITY OF NORTH CAROLINA

DISTANCE EDUCATION DEGREE PROGRAM ONLINE
OR SITE DISCONTINUATION FORM

Date: 03-23-15

Constituent Institution: North Carolina State University

CIP Discipline Specialty Title: Curriculum and Instruction

CIP Discipline Specialty Number: 13.0301 Level: B M X I D

Title of Authorized Program: 13CIMKZMED – Bus & Mkt Educ - Distance
13CIMKZMS – Bus & Mkt Educ - Distance

Degree Abbreviation: MEd; MS

Date of Authorization: month August Year 1999 Date of Initiation: month August year 1999

Date of Proposed Discontinuation: month Spring year 2017

Is this program (or any course sections of the program) offered through individual access (e.g., online, videocassette)? Y X N

If "yes," primary mode of delivery: online

List all site-based locations originally authorized. Add lines as needed:

1) (city) (county) (state)

Is the entire authorized distance education degree program to be discontinued at the date given above? Yes X No

If "no," indicate below those portions of the program that are to be discontinued:

Individual or online access portion of the program: Yes _______ Not Applicable _______

Site-based locations to be discontinued: Yes _______ Not Applicable _______

Sites to be discontinued:

1) (city) (county) (state)
Consequences of Discontinuation
How many faculty members will be reassigned?  NONE
How many staff will be reassigned?  NONE
How many EPA non-faculty will be reassigned?  NONE
How many faculty, staff, or EPA non-faculty will be discontinued?  One Teaching Assistant Professor's contract will end in May 15, 2016.

Amount of funds reallocated for each discontinuation. Amount of funds reduced for each discontinuation.
NONE

Name, title, telephone, and e-mail of contact person for this notification of discontinuation:
Ellen S Vasu, 515-5908, esvasu@ncsu.edu

Chief Academic Officer
Teach-out Plan
Discontinuation of the Graduate Programs in Business and Marketing Education

There are currently three (3) students enrolled in the graduate program. The program coordinator of the master’s program has completed a plan for teaching the remaining courses in the degree program. The Teach-out Plan appears below.

<table>
<thead>
<tr>
<th>Business and Marketing Education Teach-out Plan 2015-16</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2015</strong></td>
</tr>
<tr>
<td>Online</td>
</tr>
<tr>
<td>- ECI 566 Advanced Instructional Strategies in Business and Marketing—</td>
</tr>
<tr>
<td>1 student (if she is willing, otherwise SSI 2016)</td>
</tr>
<tr>
<td>- ECI 569 Special Problems in Business and Marketing Education -2 students</td>
</tr>
<tr>
<td><strong>SSI/SSII Ten week session</strong></td>
</tr>
<tr>
<td>Online</td>
</tr>
<tr>
<td>- ECI 548 online 2 - students</td>
</tr>
<tr>
<td><strong>Spring 2016</strong></td>
</tr>
<tr>
<td>Online</td>
</tr>
<tr>
<td>- ECI 560 Professional Development in Business and Marketing Education</td>
</tr>
<tr>
<td>1 student (if she is willing otherwise SSI 2016)</td>
</tr>
<tr>
<td>- ECI 647 Practicum in Business and Marketing Education -2 students</td>
</tr>
</tbody>
</table>

The faculty member (Teaching Assistant Professor) responsible for teaching in the graduate program will be continuing with us through May 15, 2016. After that time, if additional advising or coursework is needed, other faculty will provide that.

Thank you for considering this request. Please let us know if you need further information.
MEMORANDUM

To: Dean Maureen Grasso, Dean of the Graduate School

From: Paola Sztajn, Department Head, Curriculum Instruction and Counselor Education
       Ellen S. Vasu, Associate Dean of Academic Affairs

Re: Discontinuation of Business and Marketing Education Graduate Programs

Date: March 16, 2015

Dear Dean Grasso:

In December 2014, we requested that the Graduate School temporarily suspend applications and admissions into the Master’s programs in Business and Marketing Ed (MEd and MS), effective Fall 2015. We are now requesting that the program(s) be discontinued.

Initial Reason for Suspension Request
In the 2012-2013 academic year, the Master of Education and the Master of Science concentration in Business and Marketing Education graduated 13 students. In the 2013-2014 academic year, that number decreased to 5 students, most probably as a consequence of changes in state-level policies regarding teachers’ levels of payment and the elimination of incentives for teachers to pursue further educational qualifications.

At the same time that this problem occurred with the Master’s program in Business and Marketing, the department also experienced a reduction in the number of students in the undergraduate Business and Marketing teacher preparation program. This reduction at the undergraduate level placed that program among the university’s low productivity degrees.

Our initial plan was to reorganize and consolidate this undergraduate program within another undergraduate program and create a more aggressive recruitment plan for undergraduate admissions. Given the work involved in reorganizing the Business and Marketing Education program at the undergraduate level, the sole faculty member who works in both the undergraduate and the master’s program agreed that a temporary suspension of student admissions into the master’s program would allow for concentrated work into revising the undergraduate program in a way that can produce the students who might, later seek the master’s degree.

After careful consideration, this month the decision was made to discontinue the undergraduate degree in Business and Marketing Education, because of long-term and persistent low enrollment and very few degrees awarded. The program is highly unlikely to grow sufficiently to have a critical mass of students. The paperwork to discontinue the undergraduate degree is in process through the appropriate campus committees. With the discontinuation of the undergraduate program, it is no longer clear we can boost the numbers in the Master’s degree program up. Thus, the feasibility of continuing the master’s program came into question.

Request to discontinue the Master’s degrees in Business and Marketing Education (MKZ)
There are currently three (3) students enrolled in the graduate program. As the data presented in the tables below show, the number of students enrolled in the graduate program decreased from 29 in 2010 to 3 in fall 2014. A parallel reduction in the total number of students graduating from the program also occurred. Given that the Business and Marketing Education program is an online Distance Education (Delta) program (MKZ), the program no longer generates the number of SCHs needed for it to be sustainable.
Curriculum and Instruction:
Business and Marketing Education subplan, MEd, MS (MKZ Delta online)

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Total Enrollments MKZ</th>
<th>Academic Year</th>
<th>Total # of Students Graduating</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>29</td>
<td>2010-11</td>
<td>11</td>
</tr>
<tr>
<td>2011</td>
<td>25</td>
<td>2011-12</td>
<td>16</td>
</tr>
<tr>
<td>2012</td>
<td>12</td>
<td>2012-13</td>
<td>13</td>
</tr>
<tr>
<td>2013</td>
<td>5</td>
<td>2013-14</td>
<td>5</td>
</tr>
<tr>
<td>2014</td>
<td>3</td>
<td>SII, Fall 2014; Spring 2015</td>
<td>1</td>
</tr>
</tbody>
</table>

We respectfully request that the program be discontinued at the time at which the last student currently enrolled in the program graduates (tentatively 2016). Both the MEd and the MS are under the Curriculum & Instruction graduate plan. The specific subplan information appears below.

Plan for Discontinuation of the Graduate Programs in Business and Marketing Education
There are currently three (3) students enrolled in the graduate program. The program coordinator of the master’s program has completed a plan for teaching the remaining courses in the degree program. The Teach-out Plan appears below.

Business and Marketing Education Teach-out Plan 2015-16

<table>
<thead>
<tr>
<th>Fall 2015</th>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ECI 566 Advanced Instructional Strategies in Business and Marketing – 1 student (if she is willing, otherwise SSI 2016)</td>
</tr>
<tr>
<td></td>
<td>ECI 569 Special Problems in Business and Marketing Education – 2 students</td>
</tr>
</tbody>
</table>

SSI/SSII Ten week session

| Online | ECI 548 online 2 students |

Spring 2016

<table>
<thead>
<tr>
<th>Online</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECI 560 Professional Development in Business and Marketing Education – 1 student (if she is willing otherwise SSI 2016)</td>
</tr>
<tr>
<td>ECI 647 Practicum in Business and Marketing Education – 2 students</td>
</tr>
</tbody>
</table>

The faculty member (Teaching Assistant Professor) responsible for teaching in the graduate program will be continuing with us through May 15, 2016. After that time, if additional advising or coursework is needed, other faculty will provide that.

Thank you for considering this request. Please let us know if you need further information.
MEMORANDUM

TO: George Hodge, Assistant Dean for Program Development, The Graduate School

FROM: Ellen S. Vasu, Associate Dean for Academic Affairs, College of Education, esvasu@ncsu.edu

SUBJECT: Discontinuation of two PhD Degrees in the College of Education

RE: 13CEDPHD, Counseling and Counselor Education – PhD

13SEDPHD, Science Education - PhD

DATE: April 13, 2015

We are requesting the discontinuation of two PhD degrees in the College of Education. Although these degrees will be discontinued, the accompanying PhD programs will continue under umbrella PhD programs within the department in which the programs are housed. We are requesting the discontinuation of the two PhD degrees with the attached two Appendix Ds. We are confident that these changes will make us more effective and efficient, and will result in our meeting our target enrollments in the future.

[Signature]

Ellen S. Vasu
APPENDIX D
UNIVERSITY OF NORTH CAROLINA
REQUEST FOR AUTHORIZATION TO DISCONTINUE A DEGREE PROGRAM

Date: __April 9, 2015__

Constituent Institution: College of Education, NC State University

CIP Discipline Specialty Title: Counselor Education/School Counseling and Guidance

CIP Discipline Specialty Number: 13.1101 Level: B M I D X

Title of Authorized Program: Counseling and Counselor Education Degree Abbreviation: PhD

Date of Proposed Discontinuation: __Jan. year 2016__

Does the discontinuation of the program involve the discontinuation of an off-site or online delivery of the program? NO Program Site or Online

If the program to be discontinued is offered at off-campus sites, please list them.

(1) (city) (county) (state)

(2) (city) (county) (state)

(3) (city) (county) (state)

Explain why the program is being discontinued. If the program addresses high priority needs, how will those needs be addressed by other programs? Describe steps to be taken to allow students enrolled in the program to complete their courses of study.

The degree is being discontinued but the Counselor Education doctoral PhD program will continue under the umbrella of the one PhD degree in the department of Leadership, Policy and Adult and Higher Education. Current Counselor Ed doctoral students will be given the option of continuing in their current degree or moving to the departmental PhD program.

Consequences of Discontinuation
How many faculty members will be reassigned? 6 faculty members and the Counselor Education programs are moving to the current department of Leadership, Policy and Adult and Higher Education

How many staff will be reassigned? One
How many EPA non-faculty will be reassigned? None
How many faculty, staff, or EPA non-faculty will be discontinued? None
How much funding is to be reallocated based on this discontinuation? None

Name, title, telephone, and e-mail of contact person for this notification of discontinuation:

Mary Ann Danowitz, PhD, Department Head, LPAHE, mdanowi@ncsu.edu, 51780

Signature of Chancellor (or designee):
APPENDIX D

UNIVERSITY OF NORTH CAROLINA

REQUEST FOR AUTHORIZATION TO DISCONTINUE A DEGREE PROGRAM

Date: _____April 9, 2015____

Constituent Institution: College of Education, NC State University

CIP Discipline Specialty Title: Science Teacher Education/General Science Teacher Education

CIP Discipline Specialty Number: _13.1316____Level: B _M_____ I _____ D _X____

Title of Authorized Program: ___Science Education-PhD___ Degree Abbreviation: _____PhD____

Date of Proposed Discontinuation: month ____Jan____ year ____2016____

Does the discontinuation of the program involve the discontinuation of an off-site or online delivery of the program? _NO_ Program______ Site or Online_______

If the program to be discontinued is offered at off-campus sites, please list them.
(1) ____________________________
(city) ____________________________
(county) ____________________________
(state) ____________________________

(2) ____________________________
(city) ____________________________
(county) ____________________________
(state) ____________________________

(3) ____________________________
(city) ____________________________
(county) ____________________________
(state) ____________________________

Explain why the program is being discontinued. If the program addresses high priority needs, how will those needs be addressed by other programs? Describe steps to be taken to allow students enrolled in the program to complete their courses of study.

The degree is being discontinued, but the Science Education doctoral PhD program will continue under the umbrella of the one PhD in the department of Science, Technology, Engineering, and Mathematics Education (STEM ED). Current Science Education doctoral students will be given the option of continuing in their current degree or moving to the departmental PhD program.

Consequences of Discontinuation
How many faculty members will be reassigned? _None___
How many staff will be reassigned? _ None_
How many EPA non-faculty will be reassigned? _ None_
How many faculty, staff, or EPA non-faculty will be discontinued? _None___
How much funding is to be reallocated based on this discontinuation? _None___

Name, title, telephone, and e-mail of contact person for this notification of discontinuation:

Kathy Trundle, Department Head: Science, Technology, Engineering and Mathematics Education (STEM ED);
kctrundl@ncsu.edu 56900

Signature of Chancellor (or designee): ____________________________
SECTION I. IMAGINING THE FUTURE OF DOCTORAL EDUCATION

1. The Scholar Leader PhD Programs. The scholar leader will be a broadly educated individual with deep content knowledge in at least one specialty area and skills in research, policy, equity and diversity, technology and innovation, global understanding and impact, and multimodal communication (Clark et al., 2013). The scholar leader design closely aligns with the College of Education and the University’s strategic plans, which have goals, activities and strategies that will drive the success of this initiative.

NC State’s Chancellor Woodson, Provost Arden, and the Graduate School charged the NC State Campus to re-vision graduate programs to be more effective and efficient. This charge comes on the heels of vast and striking changes within the College that began with the development and opening of the College’s Friday Institute for Educational Innovation on NC State’s Centennial Campus. The Friday Institute has been a catalyst for federal grant procurement for our College (from $1M in 2000 to $36M in 2012) and has attracted nationally recognized education scholars and leaders to our College. This and other recent developments have positioned the College to move to the next level of organizational development and impact (Clark et al., 2013).

This proposal is revenue neutral, and no new resources are needed. Our request - which is presented in more detail below - involves changing degree titles and/or CIP codes for 3 existing PhD degrees, and discontinuing two PhDs in the college. We are confident that these changes will make us more effective and efficient, and will result in our meeting our target enrollments in the future.

2. Proposed Re-characterized PhD Programs. We propose three re-characterized PhD programs based on the vision and related features of the scholar leader concept. We propose to:
   • Re-characterize 3 of the existing PhD Programs in the College and
   • Discontinue 2 of the existing PhD programs in the College.

SECTION II. PROPOSED CHANGES TO THE FIVE PHD PROGRAMS IN THE COLLEGE OF EDUCATION

1. Proposed Changes to the existing PhD programs: The table below lists the five existing PhD degree programs in the college.

<table>
<thead>
<tr>
<th>Current Department Name</th>
<th>CIP Code</th>
<th>Plan</th>
<th>Plan Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum, Instruction, Counselor Education (CICE); Elementary Ed (ELM)¹</td>
<td>13.0301</td>
<td>13CIPPHD</td>
<td>Curriculum &amp; Instruction – PHD</td>
</tr>
<tr>
<td></td>
<td>13.1101</td>
<td>13CEDPHD</td>
<td>Counseling &amp; Counselor Education – PHD [to be discontinued]</td>
</tr>
<tr>
<td>Leadership, Policy, &amp; Adult and Higher Ed (LPAHE)¹</td>
<td>13.0601</td>
<td>13ERPPHD</td>
<td>Educational Research &amp; Policy Analysis-PHD</td>
</tr>
<tr>
<td>Science, Technology, Engineering, &amp; Mathematics Education (STEM ED)</td>
<td>13.1311</td>
<td>13MEDPHD</td>
<td>Mathematics Education - PHD</td>
</tr>
<tr>
<td></td>
<td>13.1316</td>
<td>13SEDPHD</td>
<td>Science Education – PhD [to be discontinued]</td>
</tr>
</tbody>
</table>

¹ Please note that the departments of CICE, ELM and LPAHE have experienced faculty and program changes. The departments of CICE and ELM are merging and forming a new department. Requests for the restructuring of the departments and new departmental names for all three departments are being proposed through separate paperwork and are in progress. In the tables and text which follows, we assume those name changes will be approved.
1.1 Re-characterize three existing PhDs; Eliminate two PhDs:

1.11 Current Title of PhD: Curriculum and Instruction, PhD
Proposed Title: Teacher Education and Learning Sciences, PhD
CIP Code: No change in CIP code
The faculty in the departments of CICE and ELM are proposing to rename their PhD program. The Counselor Education programs and faculty moved to another department. The current PhD title, Curriculum and Instruction-PhD, is dated and does not represent well the current research and programs in the department. Note the proposed name for the re-characterized PhD is the same as the proposed new name for the department, which appears at the end of this document.

1.12 Current Title of PhD: Educational Research & Policy Analysis, PhD
Proposed Title: Educational Leadership, Policy and Human Development, PhD.
Current CIP Code: 13.0601 Educational Evaluation and Research
As a result of aligning the PhD program with the Scholar Leader model, during 2014-15 the department eliminated some graduate programs, combined others and asked Counselor Education programs and faculty to join the department. Due to these changes, the existing CIP Code and title are no longer representative of the re-characterized PhD, which now includes Counselor Education.

1.13 Current Title of PhD: Counseling and Counselor Education, PhD
Proposed: Discontinue this PhD degree
This request is explained more fully in 1.12. The PhD program for Counseling and Counselor Education will continue, and be housed under the umbrella PhD degree, Educational Leadership, Policy and Human Development PhD. Only the separate Counseling and Counselor Ed PhD degree will be discontinued.

1.14 Current Title of PhD: Mathematics Education, PhD
Proposed Title: Learning and Teaching in STEM, PhD
Current CIP Code: 13.1311 Teacher Education and Professional Development, Mathematics Teacher Education.
In 2014-15 the faculty in the department of Science, Technology, Engineering and Mathematics Education (STEM ED) decided to unite their PhD programs under one umbrella PhD degree plan. This requires that they take one PhD Plan, change the title and the CIP Code to be more inclusive of the other doctoral programs in the department, and also discontinue the second PhD degree. In order to capture the predominate areas of research and teaching in the department, the faculty are suggesting the title and CIP Code above for the re-configured PhD. Please note that the proposed name of the PhD is closely related to the current name of the department.

1.15 Current Title: Science Education, PhD
Proposed: Discontinue this PhD degree
This request is explained in 1.14 above. The PhD program for Science Education will continue, and be housed under the umbrella PhD degree, STEM Education. Only the separate Science Education, PhD degree will be discontinued.

2. Timeline for Implementation of Changes
- Closing admissions to current PhDs as of July 31, 2015.
- We request that the three re-characterized PhDs be approved by September 2015, so that we can recruit for fall 2016 admissions.

2.2 Teach-out Plan: Supporting Doctoral Students’ Continuation in Existing Degrees in the College of Education

Doctoral students in the five existing PhD degrees in the College will be given the opportunity to transfer into one of the three PhD programs in the College, or continue in their current existing PhD programs.

Summary of Changes in Existing PhD Plans in the College of Education
The following table contains the current department names and existing PhD programs. It also contains the proposed new department names and proposed re-configuration of the PhDs in the College of Education, as requested in this document.
<table>
<thead>
<tr>
<th>Current &amp; Proposed Department Name</th>
<th>CIP Code</th>
<th>Plan</th>
<th>Plan Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRENT Curriculum, Instruction, Counselor Education (CICE); Elementary Ed (ELM)(^2)</td>
<td>13.0301</td>
<td>13CIPPHD</td>
<td>Curriculum &amp; Instruction – PhD</td>
</tr>
<tr>
<td></td>
<td>13.1101 Discontinue</td>
<td>13CEDPHD Discontinue</td>
<td>(4) Counseling &amp; Counselor Education – PHD Discontinue this PhD</td>
</tr>
<tr>
<td>PROPOSED (1) Teacher Education and Learning Sciences</td>
<td>13.0301</td>
<td>13xxxPHD</td>
<td>Teacher Education and Learning Sciences – PHD</td>
</tr>
<tr>
<td>CURRENT Leadership, Policy, &amp; Adult and Higher Ed (LPAHE)(^2)</td>
<td>13.0601</td>
<td>13ERPPHD</td>
<td>Educational Research &amp; Policy Analysis - PHD</td>
</tr>
<tr>
<td>PROPOSED (2) Educational Leadership, Policy and Human Development</td>
<td>13.99</td>
<td>13xxxPHD</td>
<td>Educational Leadership, Policy and Human Development - PHD</td>
</tr>
<tr>
<td>CURRENT Science, Technology, Engineering, &amp; Mathematics Education</td>
<td>13.1311</td>
<td>13MEDPHD</td>
<td>Mathematics Education – PHD</td>
</tr>
<tr>
<td></td>
<td>13.1316 Discontinue</td>
<td>13SEDPHD Discontinue</td>
<td>(5) Science Education – PhD Discontinue this PhD</td>
</tr>
<tr>
<td>PROPOSED (3) Science, Technology, Engineering, &amp; Mathematics Education</td>
<td>13.13</td>
<td>13xxPHD</td>
<td>Learning and Teaching in STEM – PHD</td>
</tr>
</tbody>
</table>

\(^2\) Please note that the departments of CICE, ELM and LPAHE have experienced faculty and program changes. The departments of CICE and ELM are merging and forming a new department. Requests for the restructuring of the departments and new departmental names for all three departments are being proposed through separate paperwork and are in progress. In the tables and text which follows, we assume those name changes will be approved.

\(^3\) The 3 reconstituted PhDs are number 1, 2, 3. The PhDs to be discontinued are numbered 4, 5.
Routing for On-Campus Approval of Graduate Degree Actions for New Degree Programs, New Certificate Programs, New Minor Programs, Change in Degree Program Title or Discontinuation of Existing Degree Programs

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

- _X_ New Degree Program
- _X_ Change in Degree Program Title(s)
- Change in Certificate Program Title
- Addition of DE Program
- Change in Minor Program Title
- Change in Course Prefix
- _X_ Program Discontinuation

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

- **8/1/15** Dept Head endorses (signature required on action)
- **9/5** Dept Head endorses (signature required on action)
- **9/6** College Graduate Studies Committee recommends (signature required on action)
- **2/3/15** College Dean endorses (signature required on action) Action submitted to Graduate School (if needed, after signature by DELTA)
- **3/7/15** Recommended by Vice Provost, DELTA (if DE degree) (signature required on action)
- **4/13/15** Substantive Change Review committee informed (SACS notified if necessary) (Includes UPA & Office of Scholarships & Financial Aid)
- **5/7/15** Administrative Board of the Graduate School recommends
- **6/3/15** Graduate Operations Council informed
- **6/20/15** Dean of the Graduate School approves (signature required on action)
- **6/1/15** Presented to Vice Provosts
- **6/4/15** Deans' Council recommends (signature required on action)
- **6/9/15** Provost approves (signature required on action)
- **6/9/15** Recommended by Chancellor's Executive Officer's (EOO)
- **6/15** University Council informed
- **6/15** Presented to Board of Trustees subcommittees (Academic & Personnel and Finance & Planning)
- **6/15** Chancellor approves (signature required on action and appendices)
- **6/15** Submitted to UNC-General Administration by Graduate School

**Notes:**
From the College of Education: Change in CIP code for two PhD degrees; Change in title for three PhD degrees; discontinuation of two PhD degrees.
SECTION I. IMAGINING THE FUTURE OF DOCTORAL EDUCATION

1. **The Scholar Leader PhD Programs** The scholar leader will be a broadly educated individual with deep content knowledge in at least one specialty area and skills in research, policy, equity and diversity, technology and innovation, global understanding and impact, and multimodal communication (Clark et al., 2013). The scholar leader design closely aligns with the College of Education and the University’s strategic plans, which have goals, activities and strategies that will drive the success of this initiative.

NC State’s Chancellor Woodson, Provost Arden, and the Graduate School charged the NC State Campus to re-vision graduate programs to be more effective and efficient. This charge comes on the heels of vast and striking changes within the College that began with the development and opening of the College’s Friday Institute for Educational Innovation on NC State’s Centennial Campus. The Friday Institute has been a catalyst for federal grant procurement for our College (from $1M in 2000 to $36M in 2012) and has attracted nationally recognized education scholars and leaders to our College. This and other recent developments have positioned the College to move to the next level of organizational development and impact (Clark et al., 2013).

This proposal is revenue neutral, and no new resources are needed. Our request - which is presented in more detail below - involves changing degree titles and/or CIP codes for 3 existing PhD degrees, and discontinuing two PhDs in the college. We are confident that these changes will make us more effective and efficient, and will result in our meeting our target enrollments in the future.

2. **Proposed Re-characterized PhD Programs** We propose three re-characterized PhD programs based on the vision and related features of the scholar leader concept. We propose to:
   - **Re-characterize 3 of the existing PhD Programs in the College** and
   - **Discontinue 2 of the existing PhD programs in the College.**

SECTION II. PROPOSED CHANGES TO THE FIVE PHD PROGRAMS IN THE COLLEGE OF EDUCATION

1. **Proposed Changes to the existing PhD programs**: The table below lists the five existing PhD degree programs in the college.

<table>
<thead>
<tr>
<th>Current Department Name</th>
<th>CIP Code</th>
<th>Plan Code</th>
<th>Plan Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum, Instruction, Counselor Education (CICE); Elementary Ed (ELM)</td>
<td>13.0301</td>
<td>13CIPPHD</td>
<td>Curriculum &amp; Instruction – PHD</td>
</tr>
<tr>
<td></td>
<td>13.1101</td>
<td>13CEDPHD</td>
<td>Counseling &amp; Counselor Education – PHD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>[to be discontinued]</td>
</tr>
<tr>
<td>Leadership, Policy, &amp; Adult and Higher Ed (LPAHE)</td>
<td>13.0601</td>
<td>13ERPPhD</td>
<td>Educational Research &amp; Policy Analysis-PHD</td>
</tr>
<tr>
<td>Science, Technology, Engineering, &amp; Mathematics Education (STEM ED)</td>
<td>13.1311</td>
<td>13MEDPhD</td>
<td>Mathematics Education - PHD</td>
</tr>
<tr>
<td></td>
<td>13.1316</td>
<td>13SEDPhD</td>
<td>Science Education – PhD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>[to be discontinued]</td>
</tr>
</tbody>
</table>

1 Please note that the departments of CICE, ELM and LPAHE have experienced faculty and program changes. The departments of CICE and ELM are merging and forming a new department. Requests for the restructuring of the departments and new departmental names for all three departments are being proposed through separate paperwork and are in progress. In the tables and text which follows, we assume those name changes will be approved.
1.1 Re-characterize three existing PhDs; Eliminate two PhDs:

1.11 **Current Title of PhD: Curriculum and Instruction, PhD**
**Proposed Title: Teacher Education and Learning Sciences, PhD**
**CIP Code:** No change in CIP code
The faculty in the departments of CICE and ELM are proposing to rename their PhD program. The Counselor Education programs and faculty moved to another department. The current PhD title, *Curriculum and Instruction-PhD,* is dated and does not represent well the current research and programs in the department. Note the proposed name for the re-characterized PhD is the same as the proposed new name for the department, which appears at the end of this document.

1.12 **Current Title of PhD: Educational Research & Policy Analysis, PhD**
**Proposed Title: Educational Leadership, Policy and Human Development, PhD.**
**Current CIP Code:** 13.0601 Educational Evaluation and Research
**Proposed CIP Code:** 13.99 Education, Other.
As a result of aligning the PhD program with the Scholar Leader model, during 2014-15 the department eliminated some graduate programs, combined others and asked Counselor Education programs and faculty to join the department. Due to these changes, the existing CIP Code and title are no longer representative of the re-characterized PhD, which now includes Counselor Education.

1.13 **Current Title of PhD: Counseling and Counselor Education, PhD**
**Proposed:** Discontinue this PhD degree
This request is explained more fully in 1.12. The PhD program for Counseling and Counselor Education will continue, and be housed under the umbrella PhD degree, *Educational Leadership, Policy and Human Development PhD.* Only the separate Counseling and Counselor Ed PhD degree will be discontinued.

1.14 **Current Title of PhD: Mathematics Education, PhD**
**Proposed Title: Learning and Teaching in STEM, PhD**
**Current CIP Code:** 13.1311 Teacher Education and Professional Development, Mathematics Teacher Education.
**Proposed CIP Code:** 13.13 Teacher Education and Professional Development, Specific Subject Areas.
In 2014-15 the faculty in the department of Science, Technology, Engineering and Mathematics Education (STEM ED) decided to unite their PhD programs under one umbrella PhD degree plan. This requires that they take one PhD Plan, change the title and the CIP Code to be more inclusive of the other doctoral programs in the department, and also discontinue the second PhD degree. In order to capture the predominance of research and teaching in the department, the faculty are suggesting the title and CIP Code above for the re-configured PhD. Please note that the proposed name of the PhD is closely related to the current name of the department.

1.15 **Current Title: Science Education, PhD**
**Proposed:** Discontinue this PhD degree
This request is explained in 1.14 above. The PhD program for Science Education will continue, and be housed under the umbrella PhD degree, STEM Education. Only the separate Science Education, PhD degree will be discontinued.

2. **Timeline for Implementation of Changes**
- Closing admissions to current PhDs as of July 31, 2015.
- We request that the three re-characterized PhDs be approved by September 2015, so that we can recruit for fall 2016 admissions.

2.2 **Teach-out Plan: Supporting Doctoral Students’ Continuation in Existing Degrees in the College of Education**

Doctoral students in the five existing PhD degrees in the College will be given the opportunity to transfer into one of the three PhD programs in the College, or continue in their current existing PhD programs.

**Summary of Changes in Existing PhD Plans in the College of Education**
The following table contains the current department names and existing PhD programs. It also contains the proposed new department names and proposed re-configuration of the PhDs in the College of Education, as requested in this document.
### COLLEGE OF EDUCATION
Comparison of 5 Current PhD Programs, Proposed 3 Re-characterized PhD Programs, and Proposed 2 PhD Programs for Discontinuation

<table>
<thead>
<tr>
<th>Current &amp; Proposed Department Name</th>
<th>CIP Code</th>
<th>Plan</th>
<th>Plan Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CURRENT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum, Instruction, Counselor Education (CICE); Elementary Ed (ELM)(^2)</td>
<td>13.0301</td>
<td>13CIPPHD</td>
<td>Curriculum &amp; Instruction – PhD</td>
</tr>
<tr>
<td></td>
<td>13.1101</td>
<td>13CEDPHD</td>
<td>(4) Counseling &amp; Counselor Education – PHD Discontinue this PhD</td>
</tr>
<tr>
<td>PROPOSED (1)(^3)</td>
<td>Teacher Education and Learning Sciences</td>
<td>13.0301</td>
<td>13xxxPHD</td>
</tr>
<tr>
<td>CURRENT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership, Policy, &amp; Adult and Higher Ed (LPAHE)(^2)</td>
<td>13.0601</td>
<td>13ERPPHD</td>
<td>Educational Research &amp; Policy Analysis - PHD</td>
</tr>
<tr>
<td>PROPOSED (2)</td>
<td>Educational Leadership, Policy and Human Development</td>
<td>13.99</td>
<td>13xxxPHD</td>
</tr>
<tr>
<td>CURRENT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science, Technology, Engineering, &amp; Mathematics Education</td>
<td>13.1311</td>
<td>13MEDPHD</td>
<td>Mathematics Education – PHD</td>
</tr>
<tr>
<td></td>
<td>13.1316</td>
<td>13SEDPHD</td>
<td>(5) Science Education – PhD Discontinue this PhD</td>
</tr>
<tr>
<td>PROPOSED (3)</td>
<td>Science, Technology, Engineering, &amp; Mathematics Education</td>
<td>13.13</td>
<td>13xxPHD</td>
</tr>
</tbody>
</table>

---

\(^2\) Please note that the departments of CICE, ELM and LPAHE have experienced faculty and program changes. The departments of CICE and ELM are merging and forming a new department. Requests for the restructuring of the departments and new departmental names for all three departments are being proposed through separate paperwork and are in progress. In the tables and text which follows, we assume those name changes will be approved.

\(^3\) The 3 reconstituted PhDs are number 1, 2, 3. The PhDs to be discontinued are numbered 4, 5.
APPENDIX C

UNIVERSITY OF NORTH CAROLINA
REQUEST FOR AUTHORIZATION TO ESTABLISH
A NEW DEGREE PROGRAM

INSTRUCTIONS: Each proposal should include a 2-3 page executive summary. The signature of the Chancellor is required. Please submit one hard copy and an electronic copy of the proposal to the Office of the Senior Vice President of Academic Affairs at UNC General Administration.

Date: _____April 23, 2015________

Constituent Institution:
North Carolina State University, College of Design

CIP Discipline Specialty Title:
Environmental Design

CIP Discipline Specialty Number: _________ Level: B M Res. Doc. ______ Prof. Doc. 04.040

Exact Title of the Proposed Degree: Doctor of Design

Exact Degree Abbreviation (e.g., B.S., B.A., M.A., M.S., Ed.D., Ph.D.): D.DES.

Does the proposed program constitute a substantive change as defined by SACS? Yes ___ No ______

This is a new program offered through distance education.

Proposed date to enroll first students in degree program: Month August Year 2016

Are there plans to offer 50% or more of program credit hours to students off-campus or online? Yes ___ No ______

If yes, complete the form to be used to request establishment of a distance education program and submit it along with this request.

Appendix G for the Doctor of Design program is attached.

Note: If a degree program has not been approved by the Board of Governors, its approval for alternative, online, or distance delivery must wait until BOG program approval is received. (400.1.1(R), page 3)

Provide a summary of the status of this proposal in your campus review processes.

a. List the campus bodies that reviewed and commented on this Appendix C proposal before submission to UNC General Administration. What were there determinations? Include any votes, if applicable.
   - College of Design Courses and Curriculum Committee
     Determination: Unanimous vote of support on 2/10/2015 with no substantive changes.
   - NC State Administrative Board of the Graduate School
     Determination: Approval of the Board on 5/7/2015 with no substantive changes.
b. Summarize any issues, concerns or opposition raised throughout the campus process and comment periods. Describe revisions made to address areas of concern.

To be completed after reviews:

I. Description of the Program

A. Describe the proposed degree program (i.e., its nature, scope, and intended audience).

The Doctor of Design program will complement the existing PhD in Design and professional masters programs in the College of Design. In addition, the NC State College of Design is the only comprehensive design college in the state and has a long tradition of graduate education in the design disciplines, including a PhD program that has been in place for more than ten years. The Doctor of Design targets practicing designers (in Architecture, Art and Design, Graphic Design, Industrial Design, and Landscape Architecture) who wish to develop a high level of expertise to support their existing and future design, exhibition, and/or curation activities. The degree also focuses on applied case study research directly related to the practice of professional design disciplines in contrast to the more theory based interdisciplinary focus of the research conducted through the existing PhD in Design program. The intent is to offer a program that design professionals can participate in remotely and through periodic short-term campus visits for intensive workshops and presentations. The Doctor of Design professional program is consistent with the interrelated missions of the UNC System, North Carolina State University, and the College of Design. It is intended to create new knowledge and promote its application in the professional design community and society at large. It will advance scholarship and research, in the College with minimal additional investment in resources. Also, this new professional doctorate program will significantly increase the university’s engagement with the professional design community and promote the creation and application of research to support the efforts of professional designers in creating the environments and artifacts of the future that will support the health and well being of the people of the state, region, and country. The program will build off the strengths of the professional graduate programs in the college and provide a new forum for connecting design research to the needs of society. The existing physical and intellectual resources of the college and the university will provide a majority of the necessary program support and a proposed tuition differential will be sufficient to support program operation.

It has been demonstrated that the market for this degree is strong and will only grow given the projected growth of the Southeast and the need expressed by the professional design community for increased access to, and involvement in, research related to the design of places and artifacts that support human health and well-being. (See attached letters from past presidents of the American Institute of Architects and the American Society of Landscape Architects).

Individuals entering the program will have a Masters Degree in a design discipline and will be required to complete fifty-four hours of course work beyond the masters level. The program will be offered on a year-around basis to allow individuals to complete the program in a timely fashion. The program has been structured to include six required on line / mixed mode courses (including intensive on-campus seminars) focusing on critical and emerging issues and research methods related to design disciplines. These courses are the following.

Case Study Research in Design presents an overview of research that has contributed to the body
of knowledge related to the discipline of Design. Past significant research studies and their findings are critically evaluated and emerging issues in design research are identified and explored.

Case Study Analysis in Design addresses the importance of learning how to learn as an essential element of professional growth as well as a means toward the building of a reflective culture in the context of a design office. Case studies provide orientation to the complexity of practice for the novice and perspective for the seasoned professional.

Design Practice Legacy as a Learning Endeavor presents a history of the evolution of western design practice in response to cultural context and social pressures. History will be discussed in the light of current societal needs and trends impacting design. The course reviews existing and evolving models of design practice and discusses critical strengths, weaknesses and trends. In addition, alternative models are developed and explored relative to their potential impact on design delivery systems and societal needs.

Design Practice Leadership and Ethics deals with the professional and ethical decisions that designers make with regard to the practice of their discipline. It places these decisions in a larger social context and requires the student to consider the larger social and environmental implications of business and design practices. A range of successful design leadership models are explored and situations are evaluated relative to the impact of alternative leadership structures.

Design for Health and Well-being explores the social and physical implications of designed environments and artifacts and how design decisions can have a significant impact on human and environmental health.

Design Innovation and Entrepreneurship covers the practical elements of generating ideas, crystallizing one into a clear product/service definition and developing a sustainable enterprise. Subjects include creative mindset, group dynamics, user/stakeholder engagement, iterative ideation, and prototyping. This course goal is to prepare students for real world design, development, and entrepreneurship.

In addition to these six core courses students will work with their mentor to identify and develop in depth case studies through directed study and research coursework. These case studies will focus on specific areas of interest and will be structured to provide a critical examination of the current and emerging design practices and products. The directed studies will lay the foundation for dissertations focusing on the case studies under consideration. Each student’s dissertation committee will include an external member who has in depth expertise and experience in design related to the case study topic.

Courses will be conducted through a mixture of distance and on campus modes. Students will spend approximately eight days on campus each semester. This on campus time will be devoted to intensive seminars and discussion sessions directly linked to on-line courses and individual case study research. In addition, the time spent on campus will bring program participants together to share expertise and insights both among themselves and the larger college community.

The professional Doctor of Design is a program with a prescribed list of courses as shown below. The seminars, directed study courses, supervised research courses, and the dissertation research will all be offered through distance education supplemented by regular on-campus visits for special seminars, meetings, presentations, and lectures.

B. List the educational objectives of the program.

- Expand the body of knowledge in the design disciplines through case study research.
- Increase professional design expertise in response to societal needs and changes.
- Develop innovative design practice models to meet the changing needs of society.
- Increase interdisciplinary research and initiatives within the design professions.
- Integrate research and professional design practice.

C. Describe the relationship of the program to other programs currently offered at the proposing institution, including the common use of:

1. Courses

The D.Des. program is proposing six new courses with the DDN prefix. In addition to these courses, the D.Des. program will require students to take the following courses that exist within the current Ph.D. in Design program:

- DDN 883 Directed Study
- DDN 890 Preliminary Exam
- DDN 893 Supervised Research
- DDN 895 Dissertation Research

2. Faculty

College of Design faculty in the School of Architecture, Department of Landscape Architecture, Department of Graphic and Industrial Design, and Department of Art and Design will participate in teaching, mentoring, and advising students in the D.Des. program. These faculty members currently serve in the existing undergraduate, graduate, and PhD. programs in the College of Design.

3. Facilities

Because of the predominantly on-line nature of this program the existing College of Design facilities in Brooks, Kamphoefner, and Leazar Halls that currently house the undergraduate, graduate, and PhD. programs will be sufficient to serve the needs of the D.Des. program. No new facilities are being requested as part of this proposal.

4. Other resources

Staff members in the following offices serve existing undergraduate and graduate programs in the College of Design and will also support the new D.Des. program: Student and Academic Services, Budget, Design Library, Marketing and Communications, Materials Lab, and Information Technology. With the addition of the D.Des. program one new staff position will be created. This new staff position will expand the college's ability to respond in a timely fashion to application inquiries and effectively manage operational aspects of both the PhD. in Design and the D.Des. programs.

II. Justification for the Program – Narrative Statement

In the fall of 2011 the College of Design organized a meeting of leading design professionals in Architecture, Art and Design, Graphic Design, Industrial Design, and Landscape Architecture to discuss the benefits/obstacles to, and demand for, the creation of a professional Doctor of Design Program. This distinguished group of national and international design practitioners and academics expressed a growing need for the integration of research into the practice of design and for new avenues to connect design professionals with the ever increasing body of research related to the issues they face in practice. In addition, the idea for such a program was introduced at a number of professional society meetings. In April of 2015, the proposed program was presented to the North Carolina Board of the American Institute of
Architects and the North Carolina Board of Architects, the body that oversees professional licensure, and in both cases the proposed program was well received and its potential positive impact on the practice of design was recognized. In addition, the Chief Executive Officer of the National Council of Architecture Registration Boards expressed a high level of support for the implementation of the program.

Based on this positive initial response a number of past presidents from the American Institute of Architects and the American Society of Landscape Architects were asked to express their perception of the need and demand for the degree. They all agreed that this type of degree is needed to meet the growing complexity of the issues confronting design and that it responds well to a growing demand (attached are copies of the letters).

To further explore the demand of this new degree and mode of delivery a survey was sent to leading designers in the southeast. One hundred and fifty nine designers responded. When asked, "If a professional doctorate was offered in your field, would you be interested in pursuing it?" sixty-four percent indicated that they would be interested. When asked as to their level of interest over thirty-five percent indicated "extremely interested" (15.19%) or "very interested" (20.25%); and when asked as to their level of interest if the program "allowed you to complete your course work online" those expressing "extreme interest" increased to 24.68%. The survey also inquired as to the likelihood of a professional firm "supporting" an individual's advanced study. To this question approximately 48% indicated that they felt an office would pay for all or part of the tuition.

In the State of North Carolina alone there are more than 5,500 registered architects and more than 800 registered landscape architects. If you include the disciplines of industrial design and graphic design there are more than 10,000 practicing design professionals in the state who may have an interest in participating in such a program. In addition, given the delivery method and unique character for the program, it is very likely that it will attract applicants from across the nation.

A. Describe the proposed program as it relates to:

1. Institutional mission

   The NC State University Mission is:
   *As a research-extensive land-grant university, North Carolina State University is dedicated to excellent teaching, the creation and application of knowledge, and engagement with public and private partners. By uniting our strength in science and technology with a commitment to excellence in a comprehensive range of disciplines, NC State promotes an integrated approach to problem solving that transforms lives and provides leadership for social, economic, and technological development across North Carolina and around the world.*

   The College of Design Identity and Mission is:
   *In the context of a research-extensive university culture, to explore through reflection and action with the prospect of advancing the human condition with respect for the environment, to pursue scholarship and advance professional design conduct, all while teaching students to design for life.*

   The D.Des. program is guided by these missions. It is a degree that will develop leaders in the design disciplines by engaging them in research that will shape how design responds to societal needs. Courses, case studies, and independent research will address a range of challenges with the goal of expanding professional knowledge relative to social, cultural, economic, and technological issues in the design disciplines. The D.Des. program will prepare practicing design professionals to more effectively create and use knowledge in response to the needs of society today, and in the future.
2. Strategic plan

The NC State University Strategic Plan description (from http://info.ncsu.edu/strategic-planning/):

"The Pathway to the Future: NC State's 2011-2020 Strategic Plan" is the framework that guides university administrators in long- and short-term planning and decision-making. It has five overarching goals: enhance the success of students through educational innovation; enhance scholarship and research by investing in faculty and infrastructure; enhance interdisciplinary scholarship to address the grand challenges of society; enhance organizational excellence by creating a culture of constant improvement; and enhance local and global engagement through focused strategic partnerships.

Grand Challenges as stated in the College of Design Strategic Plan include:

- Environment and Energy: addressing issues of building performance and responsible environmental stewardship
- Critical and Creative Education: applying design thinking to the delivery of content, 6-12 design education, cognitive scholarship and cross university interaction
- Humanity, Technology, and Entrepreneurship: exploration of emerging design practices with technological advancement and innovation in business and engineering
- Human Well-being: focused on promoting healthy and sustainable lifestyles through human-centered design
- Understanding Cultural Context: understanding design through global and regional studies, through reflection of history, theory, and case study

The D.Des. program has been organized to directly address issues listed in the NC State University Strategic Plan with an emphasis on the specific topics outlined in the College of Design Strategic Plan.

The NC State Strategic Plan emphasizes interdisciplinary teams that are organized to address grand societal challenges and create new knowledge. Assembled from a range of disciplines and individuals, the D.Des. cohort will pursue research in critical problems through collaborative coursework and workshops. Faculty experts will mentor students as they address emerging issues and develop evidence-based, creative responses to challenges listed in the strategic plans. Students will use their professional experience and goals to further define their research agendas. Courses are arranged to provide students with the necessary research skills that complement their practice-specific knowledge. Additionally, courses and workshops will help students define imperatives and develop case studies on new practice models and transformational leadership, innovation, and entrepreneurship. Ultimately, D.Des. students will engage in critical research that expands and links the body of knowledge with the practice of design.

The NC State Strategic Plan lists "educational innovation" as its first goal. The proposed program will be one of just four D.Des. programs in the United States. It will also be the first non-residential Doctor of Design program based in a college that includes the licensed disciplines of Architecture and Landscape Architecture. Participating students will be active professionals, and as such, they will bring an intense focus to how designers confront issues in both local and global contexts.
3. Student demand. Provide any update to the documented evidence of student demand presented in Appendix A.

To explore the demand of this new degree and mode of delivery a survey was sent to leading designers in the southeast. One hundred and fifty nine designers representing Architecture, Art and Design, Graphic Design, Industrial Design, and Landscape Architecture responded. Sixty-four percent indicated that they would be interested when asked, “If a professional doctorate was offered in your field, would you be interested in pursuing it?” When asked as to their level of interest over thirty-five percent indicated “extremely interested” (15.19%) or “very interested” (20.25%); and when asked as to their level of interest if the program “allowed you to complete your course work online” those expressing “extreme interest” increased to 24.68%. The survey also inquired as to the likelihood of a professional firm “supporting” an individual’s advanced study. To this question approximately 48% indicated that they felt an office would pay for all or part of the tuition.

In 2014, in a continued effort to assess demand for this innovative program, the Doctor of Design proposal was presented to the College of Design Leaders Council. This body consists of approximately forty-five distinguished designers representing different disciplines from around the country who serve as an advisory board to the Dean of the College of Design. After a discussion the proposal received unanimous support from the Design Leaders Council and they strongly recommend that the College continue working toward making the program a reality. Also, since the approval of Appendix A the college has received numerous inquiries regarding the Doctor of Design degree and more then twenty individuals have expressed a desire to enter the program after it is implemented. To this point there has been no advertisement of the program or information about the program distributed.

In summary, given the innovative character of the proposed program it is not possible to look at past trends or predict exactly what the demand for the program will be. However, given the strong support by the past presidents of national design organizations and the positive response of design leaders, we are confident that the limiting factor will not be demand for the program but the availability of faculty and facilities needed to deliver a high quality rigorous program consistent with the goals and aspirations of NC State University and the College of Design. For this reason the anticipated enrollment numbers presented in the appendix are more an expression of what can be effectively accomplished with current and requested resources rather than total demand.

4. Societal demand and employability of graduates. Provide any update to the documented evidence of societal demand and employment opportunities presented in Appendix A.

In the fall of 2011 the College of Design organized a meeting of leading design professionals across multiple disciplines to discuss the benefits/obstacles to, and demand for, the creation of a professional Doctor of Design Program. This distinguished group of national and international design practitioners and academicians expressed a growing need for the integration of research into the practice of design and for new avenues to connect design professionals with the ever increasing body of research related to the issues they face in practice.

In the course of developing this program, all responses to it have been positive. The validity of the idea was tested in consultation with an international body of educators, a survey of leading designers in the southeast, and the national College of Design Leaders
Council. The concept was further reviewed and validated by the National Council of Architecture Registration Boards, and the North Carolina Board of the American Institute of Architects. In addition, the presidents of the American Society of Landscape Architects and American Institute of Architects confirmed that the program meets a societal demand and addresses critical issues. With all of these groups, the program received unanimous support.

B. Provide any update to the discussion of similar degree programs and opportunities for collaboration presented in Appendix A. Discuss here the feasibility of a joint or collaborative degree program with one or more UNC institutions.

There are no similar programs in the state. In addition, the NC State College of Design is the only institution offering doctoral level studies in design. It is anticipated that faculty members from other graduate design programs in the state, or with special expertise related to case studies under development by students in the program, would be invited to participate as committees members. The involvement of other faculty within the UNC system will be made more possible by the online nature of the program and could be a very positive way to facilitate inter-institutional collaboration. At this time the College of Design has contacted the graduate program director for the UNC Greensboro Masters of Fine Arts in Interior Design and the Graduate Program Director for the Masters of Architecture program at UNC Charlotte. These preliminary discussions regarding collaboration have been very positive. In addition to providing significant opportunities for the involvement of design faculty from other UNC System schools we anticipate no overlap within applicant pools. Applicants for the Doctor of Design Program will be required to already have a Masters degree in a design discipline and significant design experience.

C. Enrollment (baccalaureate programs should include only upper division majors, that is, juniors and seniors).

Please indicate the anticipated first year and fourth year steady-state enrollment (head count) for the proposed program.

<table>
<thead>
<tr>
<th>Year</th>
<th>Full Time</th>
<th>Part-time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Year 4</td>
<td>45</td>
<td>0</td>
<td>45</td>
</tr>
</tbody>
</table>

III. Program Requirements and Curriculum

A. Program Planning

1. List the names of institutions with similar offerings regarded as high quality programs by the developers of the proposed program.

Harvard University Graduate School of Design – Doctor of Design Studies (DDes): This program is similar in its intent to link research to the professional community, however it is designed to focus on the disciplines of architecture, landscape architecture and planning and is a residency program.

Carnegie Mellon School of Design – Doctorate of Design (DDes): This program is structurally similar to the degree being proposed in that it is a non-resident program. However, its disciplinary context does not include Architecture or Landscape Architecture.
2. List institutions visited or consulted in developing this proposal. Also discuss or append any consultants' reports or committee findings generated in planning the proposed program.

The programs offered by Harvard and Carnegie Mellon were extensively studied by the college task force charged with exploring and developing this new program. The director of the Harvard program was contacted regarding issues concerning alumni and curriculum. Appendix A was the result of the task forces efforts.

B. Admission. List the following:
   1. Admissions requirements for proposed program (indicate minimum requirements and general requirements).
   Masters Degree from an accredited design, fine arts or equivalent program
   Minimum 3.0 GPA in undergraduate and graduate programs
   Minimum TOEFL or IELTS score as defined by the NCSU Graduate School
   Clear and compelling research topic proposal
   Demonstrated academic and professional excellence and/or professional promise
   Significant professional experience and/or current employment in a design firm or studio, public or private or private museum, or governmental agency involved in design/planning is preferred
   Efforts will be made to insure disciplinary diversity in the student body

2. Documents to be submitted for admission (listing or attach sample).
   Transcripts, undergraduate and graduate (minimum 3.0 graduate GPA)
   Three Letters of Recommendation (at least one from the applicants current employer)
   Statement of purpose and description of proposed research area
   Portfolio of creative work
   TOEFL or IELTS (must meet NCSU Graduate School standards)
   Curriculum Vitae
   Graduate Record Exam

C. Degree requirements. List the following:
   1. Total hours required. State requirements for Major, Minor, General Education, etc.
      54 total credit hours required, all within the D.Des. major. No minor will be offered. No General Education courses are required.

   2. Other requirements (e.g. residence, comprehensive exams, thesis, dissertation, clinical or field experience, "second major," etc.).
      Preliminary comprehensive examination (written and oral)
      Final comprehensive examination
      Approved dissertation topic
Submission approval and successful defense of Dissertation

For graduate programs only, please also list the following:

3. Proportion of courses open only to graduate students to be required in program
   100%

4. Grades required
   Cumulative 3.0 GPA
   Minimum B- in each graded class

5. Amount of transfer credit accepted
   No transfer credit will be accepted

6. Language and/or research requirements
   There will be no language requirement, however, all students will be required to complete
   and defend a doctoral dissertation in English.

7. Any time limits for completion
   Consistent with NC State procedures, Doctor in Design students must attain candidacy (this
   includes passing preliminary and final examinations) for the degree within six (6) calendar
   years. All degree requirements must be completed within 10 calendar years.

D. For all programs, list existing courses by title and number and indicate (*) those that are
required. Include an explanation of numbering system. List (under a heading marked "new") and
describe new courses proposed.

EXISTING COURSES:
*DDN 883 Directed Study (with mentor)
*DDN 890 Preliminary Exam
*DDN 893 Supervised Research
*DDN 895 Dissertation Research
Course numbering will be consistent with current NC State practices.

NEW COURSES:
DDN 740 Case Study Research in Design presents an overview of research that has contributed to
the body of knowledge related to the discipline of Design. Past significant research studies and
their findings are critically evaluated and emerging issues in design research are identified and
explored.

DDN 741 Case Study Analysis in Design addresses the importance of learning how to learn as an
essential element of professional growth as well as a means toward the building of a reflective
culture in the context of a design office. When the processes of design are studied closely they
reveal continuous and astute decision-making and provide for the opportunity lessons to build a
body of professional knowledge. Case studies provide orientation to the complexity of practice for
the novice and perspective for the seasoned professional.

DDN 742 Design Practice Legacy as a Learning Endeavor presents a history of the evolution of
western design practice in response to cultural context and social pressures. History will be discussed in the light of current societal needs and trends impacting design. The course reviews existing and evolving models of design practice and discusses critical strengths, weaknesses and trends. In addition, alternative models are developed and explored relative to their potential impact on design delivery systems and societal needs.

**DDN 743 Design Practice Leadership and Ethics:** deals with the professional and ethical decisions that designers make with regard to the practice of their discipline. It places these decisions in a larger social context and requires the student to consider the larger social and environmental implications of business and design practices. The course examines the role of design in dealing with complex issues and environments. A range of successful design leadership models are explored and situations are evaluated relative to the impact of alternative leadership structures.

**DDN 744 Design for Health and Well-being:** explores the social and physical implications of designed environments and artifacts and how design decisions can have a significant impact on human and environmental health.

**DDN 745 Design Innovation and Entrepreneurship:** covers the practical elements of generating ideas, crystallizing one into a clear product/service definition and developing a sustainable enterprise. Subjects include creative mindset, group dynamics, user/stakeholder engagement, iterative ideation, prototyping, feasibility, developing, IP, making, marketing, sales, management and finance. This course goal is to prepare students for real world product design, development and entrepreneurship.

A more full description of each of the courses above is included in attachment two of this report.

**SAMPLE CURRICULUM PLAN:**

**Semester 1**
- DDN 740 Case Study Research in Design (new on-line course): 3 credits
- DDN 883 Directed Study (with mentor): 3 credits
- DDN 741 Case Study Analysis in Design (new online course): 3 credits

**Semester 2**
- DDN 742 Design Practice Legacy as a Learning Endeavor (new on-line course): 3 credits
- DDN 883 Directed Study (with mentor): 6 credits
- DDN 743 Design Practice Leadership and Ethics (new on-line course): 3 credits

**Semester 3**
- DDN 883 Directed Study (with mentor): 6 credits
- DDN 744 Design for Health and Well-being (new on-line course): 3 credits

**Semester 4**
- DDN 893 Supervised Research: 6 credits
- DDN 890 Preliminary Exam (not counted toward required 54 credit hours): 3 credits

**Semester 5**
- DDN 895 Dissertation Research: 6 credits
- DDN 745 Design Innovation and Entrepreneurship (new online course): 3 credits

**Semester 6**
- DDN 895 Dissertation Research: 9 credits
- Final Oral Exam (Dissertation Defense): held on campus during workshop period

TOTAL CREDIT HOURS REQUIRED 54
IV. 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 SACS 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.

N/A

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 SACS 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.

The list below represents 22 out of 50 College of Design full-time faculty members. All of these faculty members have expressed strong interest in participating in the program. CVs are available in attachment three.

**Department of Landscape Architecture:**
Kofi Boone: Associate Professor
Gene Bressler, FASLA: Department Head of Landscape Architecture
Andrew Fox, ASLA, PLA: Assistant Professor
Fernando Magallanes, ASLA, PLA: Associate Professor
Dr. Celen Pasalar: Assistant Dean for Research and Extension, Assistant Professor
Art Rice, FCELA: Associate Dean of Graduate and International Studies, Professor, Director, Ph.D. in Design Program

**School of Architecture:**
Dr. Robin Abrams, AIA, ASLA: Professor, Head of the School of Architecture
Dr. Sooyeon Cho: Associate Professor
Dana Gullion: Assistant Professor
David Hill, AIA: Associate Professor
Dr. Jianxin Hu: Assistant Professor
Dr. Wayne Place: Professor
Marshall Purnell: Associate Professor
Sara Queen: Assistant Professor
Dr. Traci Rose Rider: Research Assistant Professor of Architecture

**Department of Graphic and Industrial Design**
Tim Buie: Associate Professor of Industrial Design
Christian Holljes: Professor of Innovation and Design
Tsai Lu Liu: Professor and Department Head of Graphic Design and Industrial Design

**Department of Art and Design**
Chandra Cox: Professor, Head of the Department of Art and Design
Patrick Fitzgerald: Associate Professor
Dr. Russell Flinchum: Associate Professor
Mark Searce: Professor
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.

With the addition of two new faculty lines and support from DELTA, all course development and teaching will be able to be accomplished. Existing and new faculty will serve on committees linked to their scholarship. On-campus events organized for the D.Des. program will enhance the overall educational experience in the college by connecting all graduate students with emerging issues in the profession.

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

The two new faculty positions will take primary responsibility for organizing and delivering the online courses and administering the program. Existing faculty will be involved in the program by serving on and chairing graduate committees. This committee service will be aligned with the scholarly interests of the faculty and is seen as an enrichment to current scholarly activities and an opportunity for faculty to form closer contacts with the professional community. Given the size of the proposed program it is estimated that existing faculty would be required to serve on no more than two committees at any given time.

V. 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 current Harrye B. Lyons Design Library has sufficient resources and staffing to serve the needs of the new D.Des. program and current undergraduate and graduate programs in the College of Design. The library’s main holdings include collections that emphasize architecture, landscape architecture, graphic design, industrial design, and art and design.

B. 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 materials, primary source materials, etc. What additional library support must be added to areas supporting the proposed program?

No new improvements or additional support for the Design Library are necessary to serve the D.Des. program.

C. Discuss the use of other institutional libraries.

Students will have inter-library loan privileges for items not owned by the NCSU Libraries.

VI. Facilities and Equipment
A. Describe facilities available for the proposed program.

Building Resources

Brooks Hall, built in the mid-1920s as the library of North Carolina State College, as it was then called, has been the home of the College of Design since 1954. To accommodate the school’s growth, a north wing was added in 1955, and a south wing in the 1960s. The original building houses the Deans’ suite, Student Services, The Harrye Lyons Design Library, The Brooks Hall Gallery, the Belk Rotunda and surrounding galleries, the smaller lecture theater, faculty offices and
classrooms. There are studios in the lower level. The newer wings house design studios, the IT facilities, Advanced Media Lab, the departmental administrative offices, the Budget Office and faculty offices.

Kamphefner Hall was completed in 1978. It houses the graduate studios, Burns Auditorium, the café, and the Allred Gallery.

The College of Design completed renovation of Leazar Hall in 2006, which houses studios, the materials lab, the REDLab (industrial design), art & design studios, the Fibers/Fashion Lab, the PHD student workspaces, facilities for research, extension, and engagement programs. These facilities and their associated courtyards and terraces create a unique physical community blending traditional and modern design expressions.

**Special Purpose Support Facilities**

The Harry B. Lyons Design Library:
The Design Library is a key feature of the College of Design. It is a central element supporting the culture of learning in the College. The resources of the library are detailed below. It is a rich resource of assistance to students seeking to navigate its resources. Additionally, the Special Collections Research Center in the main campus library maintains an Art & Architecture Archive, with large collections of interest to architecture students.

The Materials Laboratory:
The Materials Laboratory is a vast shop in which students develop skills in the use of shop machines and tools, which they use to construct models and prototypes for their design classes and studios. Equipment is available for work with wood, metal, plastics, plaster, concrete, glass, fabric, stone, and paper products. The shop provides a ShopBot milling machine, vacuum former, laser cutter, and a CNC milling machine. Instructional help is available from three professional staff members and several graduate assistants. Students can also borrow equipment for use outside the lab. Primary equipment includes:

- One three-axis CNC Vertical mill
- One 4 x 4 CNC plasma cutter (for steel)
- 4 x 8 "Techno Isel" brand router
- "Saw Stop" table saws.
- One 10 x 10 panel saw
- 18 x 32 laser cutter and one 24 x 48 laser cutter
- One 14" band saw
- One 21" band saw
- One concrete mixer
- Two sets of pipe bending dies
- Pulsed MIG welder

Fibers and Fashion Labs in Leazar Hall 230:
NC State University has unique existing resources in fiber art, textile design, and textile technical instruction. Students have access to a wide range of equipment, software, labs and studios; fine specialty library collections in textiles.

The College of Design Fibers and Fashion lab is equipped with:

- Weaving/Knitting: Complete hand and computerized hand weaving facility
  - 10 Macomber 8-harness hand looms
  - 2 AVL compu-dobby 24 harness 24" studio looms with software
1 AVL compu-dobby 24 harness 60" loom with fly shuttle and software 
1 TC1 computerized jacquard hand loom with software 
2 Brother Knitting machines 
Assorted inkle-, bead-, tapestry-, and tabletop-looms

Printing & Dyeing: Complete hand dyeing facility for both chemical and natural dyes 
Large canvas-stretched screen printing tables, padded with industrial felt 
Vacuum light tables, screen drying cabinets, dust box for dye mixing 
Washout sink, drying racks, washer and dryer, steamers, refrigerator 
Stovetop burners and ventilation for hot dye processes 
Epson 9800 wide format (44") digital printer for fabric printing at large scale 
Desktop Epson digital printers for fabric printing at small scale

Sewing, construction, and embellishment: Complete sewing and construction facility for making garments, home products, and art textiles 
15 Juki industrial sewing machines 
Home sewing machines: Singer (6) and Bernina (4) 
2 Reliable sergers 
Bernina Deco 650 digital embroidery machine 
28 Assorted sizes of dress forms and mannequins 
Leather sewing machine and assorted shoe making equipment 
Professional steam and pressing tables, press, and irons

Lab supervisors and program support: There is a full time staff member who oversees the Fibers & Fashion Labs. This person provides equipment support, maintenance, and repair; supply ordering; formal and informal teaching in conjunction with faculty; and final project and research project support. This individual interacts with students and faculty on a daily basis.

The Daylighting Lab: 
Daylighting Facilities include five components. Using scale models in full sunlight, the Outdoor Scale-Model Facility is used to test the daylighting performance of architectural schemes. Models are supported on a heliodon, which is used to tilt and rotate the model so that sunlight is incident on the model at the angles that would occur for the actual building. A Rotating Test Building has been constructed for testing advanced systems using daylight admitted through wall openings. The interior of the rotating test building is outfitted with office furnishings. The Research Grade (complies with CIE108-1994) Resource Measurement Laboratory supports an extensive system for monitoring solar radiation and daylight. Photometric and radiometric devices on the roof of the building feed signals to a computerized data acquisition system in the computer room below. A Mirror-box Artificial sky has been constructed and validated. It is intended to assess small-scale daylight systems under overcast sky conditions. A large-scale outdoor Daylight Simulation Station is currently under construction. Upon completion, the device will be equipped with a rotating platform, protected by a transparent cover, for testing large-scale models under real sky conditions on a long-term basis. In addition to these facilities, various daylighting and building energy software packages, such as Radiance, DIVA, Energy Plus, etc., are available in the lab to conduct computer-based simulations for assessing daylight performances of architectural designs (e.g. LEED Daylight Credit Assessment).

The Brooks Hall Gallery:
The Brooks Hall Gallery is a facility for exhibitions of all kinds of creative activity. Exemplary student work is presented in the gallery through graduation shows and thematic exhibitions. Shows are publicized through the news media and are well attended by the general public.
The Belk Rotunda and The Gilbert Gallery:
The top floor of Brooks Hall houses two additional spaces, the Belk Rotunda and the Gilbert Gallery, which accommodate reviews, exhibitions and functions. One graduate described the domed, octagonal rotunda, furnished with museum-quality lighting, as “the most beautiful jury room in America.” The surrounding gallery spaces can sustain three critiques simultaneously or a variety of exhibitions. In addition to reviews and critiques, the Rotunda also serves as an attractive setting for special exhibitions, receptions and celebrations.

Allred Gallery:
This space is an all-round gallery and review space equipped with a 17’ wide LCD display for digital work and presentations. It is also used for receptions following events in Burns Auditorium.

Burns Auditorium:
This is a 175-seat auditorium used for large classes, lectures, films, and meetings. It was renovated in 2007 by one of our leading adjunct faculty, and is particularly noteworthy for its excellent acoustics. It is equipped with a full range of video projection capabilities.

Classrooms and Seminar Rooms:
Classrooms and seminar rooms are located throughout the college buildings. Notably, classes take place in the upper level of Brooks Hall, where there is a medium-sized auditorium, a large classroom and a small seminar room, and in Leazar Hall where there are three classrooms with overhead projectors. There are “breakout” rooms also available adjacent to the studios.

Faculty Offices:
The College of Design full-time faculty each have a private office, located in either Brooks Hall, Leazar Hall, or Kamphoefner Hall.

Laboratory for the Design of Healthy and Sustainable Communities:
This is a cluster of research groups sharing a common space in the lower level of Leazar Hall with the PhD student desks. Laboratory initiatives are geared to creating design solutions for social issues ranging from affordable housing (Architecture in the Public Interest Initiative) to childhood obesity (Natural Learning Initiative) to safety in the workplace (Universal Design Initiative).

Teleconferencing Capabilities:
The College of Design has excellent teleconferencing capabilities. The Allred Gallery and Brooks 125 are equipped with 17’ long short-throw projector screens, and the IT department lends teleconferencing cameras to faculty and students. Kamphoefner 130 is equipped with a Smart Board that is useful for teleconferences. Faculty, staff, and students use Skype, Google Hangouts, WebEx, Go-to-Meeting, and Zoom. The OIT provides several services, http://oit.ncsu.edu/multimedia/video-conferencing-resources. DELTA provides MediaSite and other services http://delta.ncsu.edu/learning-technology/videoconferencing/.

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.

Existing facilities will be adequate for the proposed program throughout the next decade.

C. Describe information technology and services available for the proposed program

Computer Resources:
Within the College of Design, there are 180+ computers located in three computer labs, plus clusters situated throughout the buildings. All computers are Apple Macintosh and run software
that supports both Mac OS and Windows OS. The Information Technology Lab facilities include
three central computer labs/classrooms, audio and video editing facilities. Commercial-quality
equipment offers students hands-on experience in up-to-date forms of visual production
technology. Students use these resources for class projects and to prepare presentations,
documentation, and reports. A service window enables students to borrow various projectors,
conventional and digital cameras, and audio and video equipment. Students can reserve online and
use a full range of equipment, including laptops, iPads, cameras and camcorders, digital book
readers and graphic tablets.

We run the latest version of software that is compatible with our lab setup. Our primary group of
software includes the Adobe Creative Cloud, Autodesk Master Education Suite, Autodesk Master
Entertainment Creation Suite, Microsoft Office, FormZ, Bonsai (structural rendering programs),
Rhino and Sketchup. Our printers number around 30. We have both black and white and color
printing, and large-format printers that range from 36"- 44". We also have a 44" archival printer, a
film printer and four 3d printers. Other printers are placed strategically in departmental clusters to
provide easy access to printing services.

We currently have four laser cutters available to all faculty/staff/students who have been certified
for use. Network resources for file sharing, network printing management, equipment
management and Active Directory management are handled by a fleet of 10 servers, all bound to
the campus Active Directory domain to provide single sign-on service for easy access to all College
resources.

Our labs are deployed using the University-owned Casper Suite (which is used for managing
Macintosh computers for campus). Our IT staff serve on several chartered committees to help
determine policy for University IT operations. (i.e. - Mac Policy Group, & Active Directory Policy
Committee.)

The College's DesignPRINT system was built by our IT staff to better meet the printing needs
of the College when the University printing service could no longer keep up with our printing
demands. Because of the success of that project, the program we use to manage our printing
accounts, PaperCut, has now been instituted across the entire University.

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.

Current staffing levels in information technology will be sufficient at the commencement of the
D.Des. Program. Additional staff members may be necessary in future years to maintain adequate
teleconferencing capabilities and training for faculty.

VII. Administration

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 D.Des. program will be administered at the college level by a director who is responsible for both the
existing Ph.D. in Design program and the new D.Des. program. This director will answer to the Associate
Dean for Graduate and International Studies. See attached organizational chart.
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.

The D.Des. program will not offer an accredited degree that is required for professional licensure. Professional degrees (BArch, MArch, BLA, and MLA) are awarded to Architecture and Landscape Architecture students in accredited bachelor's and master's programs. Other design disciplines (Industrial Design, Graphic Design, and Art and Design) do not require professional licensure.

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

The D.Des. program will offer a post-professional degree, and as such, it will not be subject to oversight and accreditation from any professional accreditation body.

C. If the new degree program meets the SACS 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 SACS on time?

All required information would be submitted to SACS more than six months prior to the first student being enrolled in the program. This proposal recommends fall 2016 as the date of first student enrollment. It is anticipated that given this time frame all reporting requirements can be met.

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.

Completing the D.Des. program is not a requirement for licensure, but the program is designed to coincide with, and enhance the professional experience and learning objectives of the professional education program.

IX. Supporting Fields

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

There will be no lower level cognate programs supporting this program.

X. Additional Information

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

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.
The budget template for each of the first four years is presented below.

In year one of the program enrollment increase funds generated by the anticipated SCH will be $130,402. In addition, differential tuition generated by the first cohort would be $20,000. The program will require a first year direct investment of $504,407 to put in place the required faculty and staff and invest in the development of online courses.

In year two of the program enrollment increase funds generated by the anticipated SCH will be $502,978 and additional differential tuition would rise to $80,000. Total direct costs for the second year will be $523,507. This cost will include a second round of funding to complete the establishment of online courses.

In year three of the program enrollment increase funds generated by the anticipated SCH will be $838,296 and additional differential tuition would rise to $140,000. Total direct costs for the third year will be $524,095. In this year DELTA services funding will be significantly decreased because initial course development will be completed. In response to the increased enrollment TA appointments will be increased and support staff will move from .5 to 1.0.

In the fourth year the program will reach its steady state level and funds generated by full enrollment SCH will be $1,061,842 and differential will be $180,000. Steady state total direct costs for the program will be $502,095. DELTA services support will be reduced to a base level to provide for course upgrades and modifications.
### Summary of Estimated Additional Costs for Proposed Program

#### Institution
NC State University

#### Program (CIP, Name Level)
04.0400 Environmental Design

#### Degree(s) to be Granted
Doctor of Design

#### Total Estimated Additional Costs

<table>
<thead>
<tr>
<th>Cost Description</th>
<th>Number</th>
<th>Relocation from College</th>
<th>DELTA Services</th>
<th>Contracts</th>
<th>Grants</th>
<th>DELTA Enrollment Increase</th>
<th>Differential Tuition</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>12XX Program Associate</td>
<td>0.500</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>20,000</td>
<td>-</td>
<td>20,000</td>
<td>20,000</td>
</tr>
<tr>
<td>13XX Program Associate</td>
<td>0.500</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>20,000</td>
<td>-</td>
<td>20,000</td>
<td>20,000</td>
</tr>
<tr>
<td><strong>Total 13XX</strong></td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>20,000</td>
<td>-</td>
<td>20,000</td>
<td>20,000</td>
</tr>
<tr>
<td><strong>Total 12XX</strong></td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>20,000</td>
<td>-</td>
<td>20,000</td>
<td>20,000</td>
</tr>
<tr>
<td>18XX Operating</td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>11,584</td>
<td>-</td>
<td>11,584</td>
</tr>
<tr>
<td>Copy/Print/Office Supplies</td>
<td>3,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3,000</td>
</tr>
<tr>
<td>Travel</td>
<td>2,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2,000</td>
</tr>
<tr>
<td>Equipment</td>
<td>4,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>4,000</td>
</tr>
<tr>
<td>Delta Services</td>
<td>150,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>150,000</td>
</tr>
<tr>
<td>On-Campus Seminar Support</td>
<td>10,000</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>10,000</td>
</tr>
<tr>
<td><strong>Total 18XX</strong></td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>161,584</td>
<td>-</td>
<td>161,584</td>
</tr>
<tr>
<td>9XX Graduate Student Support Plan 504XX</td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>RA/TA Health Insurance</td>
<td>3,875</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3,875</td>
</tr>
<tr>
<td>In-State Tuition</td>
<td>10,240</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>10,240</td>
</tr>
<tr>
<td>Out-State Tuition</td>
<td>27,376</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>27,376</td>
</tr>
<tr>
<td><strong>Total 9XX</strong></td>
<td></td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>41,497</td>
</tr>
</tbody>
</table>

#### TOTAL COSTS

$ - $ 150,000 $ - $ 206,862 $ 15,000 $ 566,842
## SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

<table>
<thead>
<tr>
<th>Cost Description</th>
<th>Number</th>
<th>Reallocation from College</th>
<th>DELTA Services</th>
<th>Contracts &amp; Grants</th>
<th>DELTA Enrolment Increase</th>
<th>Differential Tuition</th>
<th>Total</th>
<th>Total New Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>12XX EPA salary</td>
<td>0.500</td>
<td>20,000</td>
<td>20,000</td>
<td>20,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL 12XX</td>
<td>2.500</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13XX EPA salaries</td>
<td>1.000</td>
<td>78,000</td>
<td>78,000</td>
<td>78,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director</td>
<td>1.000</td>
<td>65,000</td>
<td>65,000</td>
<td>65,000</td>
<td>100,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Student Assistants @ 5%</td>
<td>2.000</td>
<td>42,000</td>
<td>42,000</td>
<td>42,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL 13XX</td>
<td>4.000</td>
<td>143,000</td>
<td>143,000</td>
<td>143,000</td>
<td>243,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18XX Fringe</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty/Staff @ 27%</td>
<td></td>
<td>56,010</td>
<td>56,010</td>
<td>56,010</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Student Assistants @ 3%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL 18XX</td>
<td></td>
<td>56,010</td>
<td>56,010</td>
<td>56,010</td>
<td>7,425</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-XX Operating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Copying/Postage/Office Supplies</td>
<td></td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td>3,000</td>
<td>3,000</td>
<td>3,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
<td>7,000</td>
<td>7,000</td>
<td>7,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DELTA Services</td>
<td></td>
<td>150,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Off-Campus Seminar Support</td>
<td></td>
<td>20,000</td>
<td>20,000</td>
<td>20,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL 2-XX</td>
<td></td>
<td>170,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3XX Graduate Student Support Plan (GSFP)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ADA/ADA dietary insurance</td>
<td>2</td>
<td>3,875</td>
<td>3,875</td>
<td>3,875</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-State Tuition</td>
<td>2</td>
<td>15,248</td>
<td>15,248</td>
<td>15,248</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Remission</td>
<td>2</td>
<td>25,000</td>
<td>25,000</td>
<td>25,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Remission Matching @ 25%</td>
<td></td>
<td>43,177</td>
<td>43,177</td>
<td>43,177</td>
<td>(2,386)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL 3XX</td>
<td></td>
<td>150,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL COSTS</td>
<td></td>
<td>225,027</td>
<td>225,027</td>
<td>225,027</td>
<td>518,027</td>
<td>15,345</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The UNC Policy Manual
400.1.1.6(G)
Adopted 05/23/12
Amended 04/16/14
SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

<table>
<thead>
<tr>
<th>Institution</th>
<th>North Carolina State University</th>
<th>Date</th>
<th>21-May-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program/CIP, Name</td>
<td>04-0400 Environmental Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree(s) to be Granted</td>
<td>Doctor of Design</td>
<td>Program Year</td>
<td>3 (2016-2018)</td>
</tr>
<tr>
<td>Projected annual FTE students</td>
<td>38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Differential tuition requested per student per academic yr</td>
<td>$4,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Projected annual differential tuition</td>
<td>$140,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Projected annual differential tuition for financial aid</td>
<td>$0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Differential tuition remainder</td>
<td>$140,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Source of Funds</th>
<th>YEAR 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost Description</td>
<td>Number</td>
</tr>
<tr>
<td>13XX EPA salary</td>
<td>1,000</td>
</tr>
<tr>
<td>TOTAL 13XX</td>
<td>1,000</td>
</tr>
<tr>
<td>13XX EPA salaries</td>
<td>78,000</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>78,000</td>
</tr>
<tr>
<td>Director</td>
<td>1,000</td>
</tr>
<tr>
<td>Graduate Student Assistants @ $20K</td>
<td>4,000</td>
</tr>
<tr>
<td>TOTAL 13XX</td>
<td>6,000</td>
</tr>
<tr>
<td>fringe benefits</td>
<td>18%</td>
</tr>
<tr>
<td>Graduate Student Assistants @ 25%</td>
<td>7,000</td>
</tr>
<tr>
<td>TOTAL 13XX</td>
<td>-</td>
</tr>
<tr>
<td>2-XXX Operating</td>
<td>-</td>
</tr>
<tr>
<td>Coping/Physical/Office Supplies</td>
<td>5,000</td>
</tr>
<tr>
<td>travel</td>
<td>3,000</td>
</tr>
<tr>
<td>Equipment</td>
<td>2,000</td>
</tr>
<tr>
<td>Delta Benders</td>
<td>32,000</td>
</tr>
<tr>
<td>On-Campus Seminar Support</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL 2-XXX</td>
<td>32,000</td>
</tr>
<tr>
<td>8XX Graduate Student Support Plan (GSSP)</td>
<td>-</td>
</tr>
<tr>
<td>Tuition Insurance</td>
<td>4</td>
</tr>
<tr>
<td>Travel Tuition</td>
<td>4</td>
</tr>
<tr>
<td>Tuition Reimbursement</td>
<td>48,120</td>
</tr>
<tr>
<td>Tuition Reimbursement Matching @ 25%</td>
<td>60,125</td>
</tr>
<tr>
<td>TOTAL 8XX</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL COSTS</td>
<td>-</td>
</tr>
</tbody>
</table>
## SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

### INSTITUTION
NC State University

### Program (CIP, Name Level)
04 0400 Environmental Design

### Degree(s) to be Granted
Doctor of Design

### Program Year
Year 4 (2019-2020)

### Projected annual FTE students
48

### Differential tuition requested
- per student per academic yr

### Projected annual differential tuition
$4,000

### Projected annual differential tuition for financial aid
$0

### Differential tuition remainder
$180,000

<table>
<thead>
<tr>
<th>Source of Funds</th>
<th>YEAR 4</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Cost Description</th>
<th>Number</th>
<th>Reallocation from College</th>
<th>DELTA Services</th>
<th>Grants</th>
<th>DELTA Enrollment Increase</th>
<th>Differential Tuition</th>
<th>Total</th>
<th>Total New This Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>12XX SPA salary</td>
<td>1.000</td>
<td>20,000</td>
<td>20,000</td>
<td>40,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL 12XX</td>
<td>1.000</td>
<td>20,000</td>
<td>20,000</td>
<td>40,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13XX SPA salaries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>1.000</td>
<td>78,000</td>
<td>78,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director</td>
<td></td>
<td>68,000</td>
<td>68,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Student Assistants @ 2/32K</td>
<td>4.000</td>
<td>80,000</td>
<td>80,000</td>
<td>100,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL 13XX</td>
<td>8.000</td>
<td>145,000</td>
<td>115,000</td>
<td>260,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18XX Fringes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty/Staff @ 27%</td>
<td></td>
<td>48,000</td>
<td>48,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Student Assistants @ 8.5%</td>
<td>1.000</td>
<td>7,600</td>
<td>7,600</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL 18XX</td>
<td>1.000</td>
<td>55,600</td>
<td>55,600</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-5XXX Operating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Copying/Postage/Office Supplies</td>
<td></td>
<td>5,000</td>
<td>5,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td></td>
<td>3,000</td>
<td>3,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
<td>2,000</td>
<td>2,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DELTA Services</td>
<td></td>
<td>10,000</td>
<td>12,000</td>
<td>22,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On Campus Seminar Support</td>
<td></td>
<td>30,000</td>
<td>30,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL 2-5XXX</td>
<td></td>
<td>16,000</td>
<td>16,000</td>
<td>32,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6XXX Graduate Student Support Plan (GSSP)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RA/TA Health Insurance</td>
<td>4.000</td>
<td>7,751</td>
<td>7,751</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-State tuition</td>
<td></td>
<td>4,924</td>
<td>4,924</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Remission</td>
<td></td>
<td>4,922</td>
<td>4,922</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Remission Matching @ 33%</td>
<td></td>
<td>48,182</td>
<td>48,182</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL 6XXX</td>
<td></td>
<td>94,435</td>
<td>94,435</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL COSTS</td>
<td></td>
<td>156,695</td>
<td>182,000</td>
<td>450,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Page 23 of 34
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:

1. 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. Enrollment increase funds will support both program development and new faculty and staff lines.

2. Require differential tuition supplements or program-specific fees? If so, please elaborate.

Yes

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

      Yes. $2,000 per full-time student per semester

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

      It will be spent on faculty salaries and benefits, student assistantships, SPA staff, and operating expenses.

   c. 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?

      Yes

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? Please elaborate and provide documentation of campus commitments where appropriate.

   No, it cannot be implemented or sustained.

XII. Evaluations Plans

   All new degree program proposals must include an evaluation plan which includes:

   A. Criteria to be used to evaluate the quality and effectiveness of the program, including academic program student learning outcomes.

   The following objectives and outcomes will be used to evaluate the quality and effectiveness of the program. These outcomes have been organized as a master assessment plan for the program that includes a schedule for completing data collection and evaluation of each desired outcome. The Master Assessment Plan is presented below.

   B. Measures (metrics) to be used to evaluate the program (include enrollments, number of graduates, and student success).
See Master Assessment Plan below:

Master Assessment Plan:
Doctor of Design

**Objective:** To develop students' ability to critique and effectively utilize research related to the design fields.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Data</th>
<th>Data Source</th>
<th>Collection Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates will be able to describe and critique research as it is applied to the design fields</td>
<td>Rubric to be filled out at intensive on campus workshops related to class instruction</td>
<td>Advisory committee</td>
<td>After each workshop</td>
</tr>
<tr>
<td>Graduates will be able to explain the advantages and disadvantages of various research approaches.</td>
<td>Rubric to be filled out at intensive on campus workshops related to class instruction</td>
<td>Advisory committee</td>
<td>After each workshop</td>
</tr>
<tr>
<td>Graduates will be able to understand and critique the application of statistical methods in design research</td>
<td>Rubric to be filled out at intensive on campus workshops related to class instruction</td>
<td>Advisory committee</td>
<td>After each workshop</td>
</tr>
</tbody>
</table>
**Objective:** To encourage students to link research to critical and evolving areas in the design professions and conduct research using a case study approach.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Data</th>
<th>Data Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates will be able to identify needs of their professions that can be advanced through research</td>
<td>Prospectus for a research project; rubric filled out by committee at preliminary examination</td>
<td>Advisory committee</td>
</tr>
<tr>
<td>Graduates will be able to define and plan case study research investigation in design</td>
<td>Prospectus for a research project; rubric filled out by committee at preliminary examination</td>
<td>Advisory committee</td>
</tr>
<tr>
<td>Graduates will be able to describe in sufficient detail design projects in their professional fields</td>
<td>Rubric to be filled out at prelim and final defense</td>
<td>Advisory committee</td>
</tr>
<tr>
<td>Graduates will be able to analyze design projects to discern the critical elements and relationships among the elements that characterize the projects</td>
<td>Rubric to be filled out at prelim and final defense</td>
<td>Advisory committee</td>
</tr>
<tr>
<td>Graduates will be able to draw valuable conclusions about design in their professional fields based on the analyses.</td>
<td>Rubric to be filled out at prelim and final defense</td>
<td>Advisory committee</td>
</tr>
<tr>
<td>Graduates will be able to communicate research effectively in writing</td>
<td>Rubric to be filled out at prelim and final defense</td>
<td>Advisory committee</td>
</tr>
<tr>
<td>Graduates will be able to communicate research effectively in oral presentations</td>
<td>Rubric to be filled out at prelim and final defense</td>
<td>Advisory committee</td>
</tr>
</tbody>
</table>
Objective: To track and enhance the quality of the program

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Data</th>
<th>Data Source</th>
<th>Collection Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>The program is expected to increase in demand</td>
<td>Number of applications received</td>
<td>Graduate School</td>
<td>Annually</td>
</tr>
<tr>
<td>The program is expected to enroll high-quality students</td>
<td>GRE and GPA scores</td>
<td>Graduate School</td>
<td>Annually</td>
</tr>
<tr>
<td>The program is expected to graduate students in a timely manner</td>
<td>Time to degree statistics</td>
<td>Graduate School</td>
<td>Annually</td>
</tr>
<tr>
<td>The program is expected to graduate a large percentage of students</td>
<td>Completion rates</td>
<td>Graduate School</td>
<td>Annually</td>
</tr>
</tbody>
</table>

C. The plan and schedule to evaluate the proposed new degree program prior to the completion of its fourth year of operation.

At the beginning of the fourth year of the program the data described in the above Master Assessment Plan for the program will have been collected. This data will provide the information for a program evaluation.

XIII. Reporting Requirements

Institutions will be expected to report on new program productivity as a part of the biennial low productivity program review process.

XIV. Attachments
Attach the final approved Appendix A as the first attachment following this document. In addition, there is an attachment that provides more information on proposed courses (Attachment 2), an attachment that contains the CVs of proposed program faculty (Attachment 3) and an attachment including letters of support provided by past presidents of major design disciplines.

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

Chancellor: ___________________________ Date: __________________
Attachment 2

NC State University

College of Design – Doctor of Design (D.Des.)

PROPOSED NEW COURSES

The courses listed below are new courses proposed for the Doctor of Design (D.Des.) program in the NC State University College of Design. Each of these courses will be structured in a hybrid format with distance education components coupled with an on-campus intensive workshop period of approximately 8-10 days.

Course Title: **DDN 740 Case Study Research in Design**

Course Description: This course presents an overview of research that has contributed to the body of knowledge related to the discipline of Design. Past significant research studies and their findings are critically evaluated and emerging issues in design research are identified and explored.

Learning Objectives:

- Evaluate research approaches as to their applicability to specific research problems
- Explain the strengths and weaknesses of a case study based research approach
- Outline a clear research strategy for the topic they are pursuing
- Evaluate a research proposal as to its potential to produce defensible findings

Topics Overview:

- Introduction to research in design
- The role of research in building knowledge
- Research approaches, designs and settings
- Research quality
- Evaluating research and developing a critical perspective
- Evaluating research and developing a critical perspective
- Case Studies; intent strengths and weaknesses
- Exploring case study in design
- Critical aspects of case study research
- Evaluating case studies
- Final Project presentations and evaluations
Course Title: **DDN 741 Case Study Analysis in Design**

Course Description: This course addresses the importance of learning how to learn as an essential element of professional growth as well as a means toward the building of a reflective culture in the context of a design office. Case studies provide orientation to the complexity of practice for the novice and perspective for the seasoned professional.

Learning Objectives:
- Apply the discipline of investigation related to case study method;
- Identify key indicators of the culture of practice including the acquiring of work, client and user interaction, project realization, the metrics of project success and the contribution of the project outcomes to the body of knowledge of practice;
- Outline the nature and extent of the case study to be undertaken as the core of the Doctor of Design program;
- Apply an investigative process to guide the necessary interviews and related literature searches that will further lead to the ability to assess project outcomes and thereby assess the value of the project to the furthering of the related design discipline;
- Distinguish between representational models that will best convey the critical information of the case study.

Topics Overview:
- Developing the case study project abstract
- The web of decision-making
- The client voice in projects
- The episodes of practice
- Innovation in design practice
- Case study analysis
- Measures of success in practice
- Project Analysis
- Reading the client
- Business models to deliver the product
- Reflecting on the creative process
- The means of delivery for the final project
- The learning plan
- Developing a learning plan for the case study
- Drawing conclusions
- Final case studies presentations
Course Title: **DDN 742 Design Practice Legacy as a Learning Endeavor**

Course Description: DDN 742 presents a history of the evolution of western design practice in response to cultural context and social pressures. History will be discussed in the light of current societal needs and trends impacting design. The course reviews existing and evolving models of design practice and discusses critical strengths, weaknesses and trends. In addition, alternative models are developed and explored relative to their potential impact on design delivery systems and societal needs.

**Learning Objectives:**

- Evaluate the critical nature of accomplishing work as a network of experienced team members, as an act individual expression or as work of local vernacular;
- Formulate a posture that will guide the conduct of a professional career from the perspective of a design practice as a learning organization;
- Apply design practice processes to normalize post project learning objectives;
- Distinguish between design as an act of service, of entrepreneurship, or of experimentation with considerable impact on measurable outcomes;
- Explain the evolution of the social, economic, legal and technological forces on the design profession from the position of the histories of the design professions.

**Topics Overview:**

- Design practice origins
- Precedents in the legal evolution of the conduct of practice
- Integrative experiences, the team and the individual
- The relationship between theory, scholarship and practice
- Case Study Analysis
- Creating a learning culture on the design office setting
- Ascertaining office aspirations
- Creating a knowledge network
- Creating an office learning plan
- Nurturing crossover experiences among consultants and the office
- Connecting the work of the office as the building of a body of knowledge
- Creating the structure for a personal learning plan
- Ascertaining personal aspirations and finding the match to office aspirations
- Learning from the structure of the small, medium and large sized offices
- Bridging the work of the office into the academy
- Mainstreaming case study through post occupancy assessment and rigorous job recording into the daily protocol of the office experience
- The small design practice as a learning organization
- The medium sized design practice as a learning organization
- The large sized design practice as a learning organization
- Final Project Reports
Course Title: **DDN 743 Design Practice Leadership and Ethics**

Course Description: This course deals with the professional and ethical decisions that designers make with regard to the practice of their discipline. It places these decisions in a larger social context and requires the student to consider the larger social and environmental implications of business and design practices. The course examines the role of design in dealing with complex issues and environments. A range of successful design leadership models are explored and situations are evaluated relative to the impact of alternative leadership structures.

**Learning Objectives:**

- Evaluate the critical nature of the formal and informal engagements and relationships among designers, users, clients and the general community;
- Formulate a posture that will guide the conduct of a professional career from research and teaching to design practice, construction, fabrication and implementation;
- Interpret business choices not only for expected consequences but also by considering unintended consequences;
- Apply design practices and processes to conceptualize ethical framework of choices for any given design problem;
- Distinguish between ethical and aesthetic choices;
- Explain the relationship between leadership, office management policy and the responsibility of employees at every lever within the organization.

**Topics Overview:**

- Engaging ethics and design practices
- Arriving at definitions
- The roots and spectrum of ethics in culture
- Businesses, Professions and Ethical Obligations
- Framing the ethical argument
- Case studies of ethics and reasoning
- Case Study Analysis
- Making ethical judgments
- Standard of care and risk management
- Codes and standards for the health, safety and welfare of people
- Teams versus the cult of personality
- Strategic planning and resource development
- Citizen designer
- The Citicorp Case Study
- Cultural diversity and the public architect
- A real-estate-investment project
- An adaptive reuse / historic preservation project
- Confidentiality and public interest
- Final project presentations
Course Title: **DDN 744 Design for Health and Well-Being**

Course Description: This course explores the social and physical implications of designed environments and artifacts and how design decisions can have a significant impact on human and environmental health.

Learning Objectives:

- Identify the scope of health outcomes impacted by design and the built environment.
- Outline environmental factors embedded in the built environment professions, such as housing development, construction methods, and urban sprawl.
- Explain the impacts of the professional design processes and procedures on human health and well-being.
- Evaluate the effectiveness of design proposals in meeting sustainability goals.
- Evaluate the effectiveness of design proposals in meeting health and well-being goals.
- Formulate case studies that analyze and illustrate exemplary design projects that advance design practice and knowledge relative to human and environmental health and well-being.

Topics Overview:

- Introduction to Health, Well-Being & Environmental Impacts
- Professional Practice: Relating to Health
- Design Across the Life Course
- Design for the Elderly & Specific Health Considerations
- Case Study Analysis
- Design for Youth & Specific Health Considerations
- Community Design and Health Impacts
- Healthy Communities and Community Engagement
- Sprawl, Obesity, and Traffic
- How the Natural Environment Impacts Human Health and Well-Being
- Health and Design at the Individual Project Scale
- Design for Physical Health
- Design for Mental Health
- Healthy Materials
- Final project presentations
APPENDIX C

UNIVERSITY OF NORTH CAROLINA
REQUEST FOR AUTHORIZATION TO ESTABLISH
A NEW DEGREE PROGRAM

INSTRUCTIONS: Each proposal should include a 2-3 page executive summary. The signature of the Chancellor is required. Please submit one hard copy and an electronic copy of the proposal to the Office of the Senior Vice President of Academic Affairs at UNC General Administration.

Date: March 24, 2015

Constituent Institution: North Carolina State University

CIP Discipline Specialty Title: Forensic Science and Technology


Exact Title of the Proposed Degree: Forensic Science

Exact Degree Abbreviation (e.g., B.S., B.A., M.A., M.S., Ed.D., Ph.D.): M.S.

Does the proposed program constitute a substantive change as defined by SACS? Yes X No ______

The current SACS Substantive Change Policy Statement may be viewed at: http://www.sacscoc.org/pdf/081705/Substantive%20Change%20policy.pdf

If yes, please briefly explain.

The proposed program is a new approach to interdisciplinary graduate education and research focus under a new Forensic Sciences Institute that is in the final planning stages.

Proposed date to enroll first students in degree program: Month August Year 2016

Are there plans to offer 50% or more of program credit hours to students off-campus or online? Yes _____ No X

If yes, complete the form to be used to request establishment of a distance education program and submit it along with this request.

Note: If a degree program has not been approved by the Board of Governors, its approval for alternative, online, or distance delivery must wait until BOG program approval is received. (400.1.1[R], page 3)
Executive Summary

Rationale: Establishment of the first accredited Professional Science Masters in Forensic Science in North Carolina is proposed in order to address the following shortcomings and opportunities:

- No accredited (http://www.aafs.org/fepac) academic forensics science program exists at any level in North Carolina, South Carolina, or Tennessee. Hence, current forensic science professionals with bachelor’s degrees do not have an avenue to advance their expertise and credentials at any regional university.
- The Professional Sciences Masters program is ideally suited to graduate training in the forensic sciences, since this discipline requires training not only in the science, but also in ethics, communication, and internships.
- A Congress-mandated 2009 report by the National Research Council (Strengthening Forensic Science in the United States: A Path Forward) states: "Forensic science...lacks strong ties to our research universities".
- Forensic Science practitioners increasingly require advanced degrees in order to obtain the critical rigorous foundation and establish credibility with the courts. Hence, a substantial and long-term need exists to advance the rigor, precision, accuracy, and rapidity of forensic science methods in biological and physical sciences. Recent Bureau of Justice Statistics data demonstrate the impact of the forensic sciences on society:
  - 380 publicly-funded forensic crime laboratories (2005), combined annual budget > $1 billion.
  - Nearly 12,000 full-time employees received an estimated 2.7 million cases (359,000 backlogged) in 2005.

NC State Strategic Planning: With a focus on graduate education and research, the Forensic Sciences Institute that is currently in the final stages of planning will address the university's strategic area of emphasis of Safety and Security. The proposed Professional Science Masters in Forensic Science is consistent with our strategy. Increasingly, crime laboratory and other law enforcement personnel are looking to hire graduates with advanced professional training to help increase the rigor of science as it is applied to the law.

Building Broad, Interdisciplinary Graduate Education and Research Using Existing Capacity and the Chancellor's Forensic Science Faculty Excellence Program (FEP): The Forensic Science FEP proposal specifically stated the goal of providing expertise to enable an accredited PSM in Forensic Science to be established. With a focus on graduate education and research, the Forensic Sciences Institute (FSI), which is in the final planning stages, in partnership with home departments, recently made outstanding hires in Forensic Anthropology (Department of Sociology and Anthropology; College of Humanities and Social Sciences), Forensic DNA (Department of Molecular and Biomedical Sciences, College of Veterinary Medicine), and Forensic Textile Chemistry (Department of Textile Engineering, Chemistry & Science; College of Textiles). The FSI is seeking to fill two additional positions in Forensic Science, inter-connecting at least four other colleges as part of the Chancellor’s FEP. This new core faculty, together with more than 30 NC State faculty members across eight colleges that are active in forensic science research, training or education, will provide the necessary expertise to ramp forensic science at NC State to national and international prominence.

The proposed PSM in Forensic Science will provide an avenue for bachelor of science graduates across the UNC system, nationally and internationally to develop the graduate training needed to succeed today in forensic science in many of the state agencies and private industries that serve the criminal justice system. It will help establish North Carolina and NC State University as a national and international leader in graduate education and research in the forensic sciences.
Economic Sustainability: PSM new enrollment tuition will be the primary method for sustainability. Greater than 90% of attendees surveyed at one of our five Forensic Science Symposia stated that NC requires a master’s degree in Forensic Science. In addition, with >$4.5 million in research and professional training funding since 2008, the emerging FSI has demonstrated the ability to win extramural funding in Forensic Science involving the Departments of Computer Science, Entomology, Industrial Design, Materials Science and Engineering, Mechanical and Aerospace Engineering, Sociology and Anthropology, and Textile Engineering, Chemistry and Science.

Advancing STEM Engagement and Education: As part of the strong commitment to STEM education at a Research University with very high activity (RU-VH), it is well-known that development of an accredited academic program in Forensic Science will attract diverse students to STEM initiatives. NC State has an opportunity to address head-on the significant professional training challenges in forensic sciences, by establishment of the proposed PSM. NC State is uniquely positioned to become a major force in the advancement of forensic research, education, training, and expert service throughout the state, nation, and internationally.
Provide a summary of the status of this proposal in your campus review processes.

a. List the campus bodies that reviewed and commented on this Appendix C proposal before submission to UNC General Administration. What were the determinations? Include any votes, if applicable.

The College Graduate Studies Committees of the College of Humanities and Social Sciences and the College of Textiles, the Council of Deans, and the Administrative Board of the Graduate School have reviewed Appendix A and C. The following determinations were made:

CHASS Graduate Studies Committee:
- 12 votes in favor; no abstentions or negative votes.
- Minor revisions to the text.
- Recommended inclusion of courses under the PSM Plus requirements from the Graduate Certificate in Professional Communication and Managerial Skills. This was added.

COT Graduate Studies Committee:
- 6 votes in favor; no abstentions or negative votes.
- Recommended identifying Option A and Option B designations for thesis and non-thesis options. This was added.

The Dean of the Graduate School recommended adding a Deans’ Advisory Board to the administrative structure of the PSM. This was added (Table 2).

b. Summarize any issues, concerns or opposition raised throughout the campus process and comment periods. Describe revisions made to address areas of concern.

I. Description of the Program

A. Describe the proposed degree program (i.e., its nature, scope, and intended audience).

The PSM in Forensic Science will provide rigorous scientific and laboratory training and education in key scientific and laboratory problem-solving skills required by modern forensic laboratories in the United States and internationally. The professional component will include select management training and key concepts in forensic science practice, law enforcement, and ethics. In addition, the program will require a service component in a forensic science-related agency or company.

The primary intended audience is:
- recent high quality graduates from leading universities within the U.S. and internationally, and
- professionals working in the field of forensic science with high quality baccalaureate degrees who wish to further their career with a professional science masters in forensic science.

B. List the educational objectives of the program.

The educational objectives of the PSM in Forensic Science are designed to ensure technical competence in key areas of forensic science. The PSM faculty will strive to ensure that all graduates of the PSM in Forensic Science will be able to:
1. Critically discuss and demonstrate mastery of key concepts and state-of-the-art methods in forensic science sub-disciplines, including:

- Crime scene investigation
- Physical evidence concepts
- Law/science interface
- Ethics and professional responsibilities
- Quality assurance
- Forensic Biology Track
  - Forensic biology
  - Forensic DNA
- Forensic Criminalistics Track
  - Analytical chemistry and instrumental methods of analysis in criminalistics
  - Microscopy and materials analysis
  - Pattern evidence

2. Demonstrate problem solving related to a forensic science sub-discipline or disciplines, via cold-case studies, participation in professional internships and service work in forensic agencies, and independent study or thesis research.

3. Critically discuss professional values and ethics in respect to science and the law.

4. Critically discuss management practices of relevance to the forensic science community.

5. Apply statistical methods to the analysis of forensic evidence.

6. Demonstrate integration of knowledge and skills via completion of the American Board of Criminalistics Forensic Science Aptitude Test, independent study, or thesis research.

7. Demonstrate effective oral and written communication effectiveness required of professional forensic scientists.

C. Describe the relationship of the program to other programs currently offered at the proposing institution, including the common use of:

No comparable forensic science graduate program exists at NC State University or anywhere across North Carolina. The PSM in Forensic Science will complement existing graduate programs at NC State, including the MA in Anthropology and the MS in Textile Chemistry.

1. Courses

Section III.D. shows the semester-by-semester display with pertinent faculty, departments, and Colleges involved for each course. A number of existing graduate courses will be leveraged. Proposed courses with FSI prefix are new courses that are or will be developed by recent or future Forensic Science Chancellor’s Faculty Excellence Program hires.

2. Faculty

The Chancellor’s Faculty Excellence Program will provide the resources needed for new courses. Existing courses are either taught regularly by faculty members who are part of the Forensic Sciences program at NC State and can accommodate the anticipated additional PSM Forensic Science students in these classes or are other faculty.
3. Facilities, and
Discussed in detail in section VI.A. All basic facilities are available to begin the program.

4. Other resources
Discussed in detail in section VI.

II. Justification for the Program – Narrative Statement

A. Describe the proposed program as it relates to:

1. Institutional mission

The mission of NC State is: “As a research-extensive land-grant university, North Carolina State University is dedicated to excellent teaching, the creation and application of knowledge, and engagement with public and private partners. By uniting our strength in science and technology with a commitment to excellence in a comprehensive range of disciplines, NC State promotes an integrated approach to problem solving that transforms lives and provides leadership for social, economic, and technological development across North Carolina and around the world.”

The proposed PSM in Forensic Science fully aligns with the university mission. With the integration of interdisciplinary faculty and multiple colleges within the curriculum, and a focus on graduate training to provide the state, nation, and world with forensic scientists that advance justice through data-driven science, the proposed Master’s serves the last clause of the mission especially: “an integrated approach to problem solving that transforms lives and provides leadership for social...and technological development.”

2. Strategic plan

NC State’s Strategic Plan encompasses five overarching goals:

- enhance the success of students through educational innovation;
- enhance scholarship and research by investing in faculty and infrastructure;
- enhance interdisciplinary scholarship to address the grand challenges of society;
- enhance organizational excellence by creating a culture of constant improvement;
- and enhance local and global engagement through focused strategic partnerships.

Included in the implementation of the strategic plan are actions to increase the number of faculty and graduate students, increase the number of interdisciplinary research and educational programs, and increase local and global partnerships. The proposed PSM in Forensic Science addresses each of these directly in that:

- The PSM was a key component of the Chancellor’s Faculty Excellence Forensic Science Proposal that will lead to:
  - The hiring of five additional interdisciplinary faculty members, once complete;
  - The recruitment of an estimated 21 graduate students per year;
  - An enhanced forensic science work force that will serve the justice system locally, regionally, nationally, and globally;
  - Advancement of the scholarship of forensic science through thesis research, independent study, and summer internships at state and private laboratories; and
  - Increased local and global partnerships with public and private forensic science laboratories, medical examiners offices, and other government agencies.
Rationale: Establishment of the first accredited Professional Science Masters in Forensic Science in North Carolina is proposed in order to address the following shortcomings and opportunities:

- No accredited (http://www.aafs.org/fepac) academic forensics science program exists at any level in North Carolina, South Carolina, or Tennessee. Hence, current forensic science professionals with bachelor's degrees do not have an avenue to advance their expertise and credentials at any regional university.
- The Professional Sciences Masters program is ideally suited to graduate training in the forensic sciences, since mastery of this discipline requires training not only in the science, but also in ethics, communication, management and hands-on field training (via internships).
- A Congress-mandated 2009 report by the National Research Council (Strengthening Forensic Science in the United States: A Path Forward) states: "Forensic science..."lacks strong ties to our research universities".
- Forensic Science practitioners increasingly require advanced degrees in order to obtain the critical rigorous foundation and establish credibility with the courts. Hence, a substantial and long-term need exists to advance the rigor, precision, accuracy, and rapidity of forensic science methods in biological and physical sciences. Recent Bureau of Justice Statistics data demonstrate the impact of the forensic sciences on society:
  - 380 publicly-funded forensic crime laboratories (2005), combined annual budget > $1 billion.
  - Nearly 12,000 full-time employees received an estimated 2.7 million cases (359,000 backlogged) in 2005.

NC State Strategic Planning: With a focus on graduate education and research, the Forensic Sciences Institute that is currently in the final stages of planning will address the strategic area of emphasis of Safety and Security. The proposed Professional Science Masters in Forensic Science is consistent with our strategy. Increasingly, crime laboratory and other law enforcement personnel are looking to hire graduates with advanced professional training to help increase the rigor of science as it is applied to the law.

Building Broad, Interdisciplinary Graduate Education and Research Using Existing Capacity and the Chancellor's Forensic Science Faculty Excellence Program (FEP): The Forensic Science FEP proposal specifically stated the goal of providing expertise to enable an accredited PSM in Forensic Science to be established. With a focus on graduate education and research, the Forensic Sciences Institute (FSI), which is in the final planning stages, in partnership with home departments, recently made outstanding hires in Forensic Anthropology (Department of Sociology and Anthropology; College of Humanities and Social Sciences), Forensic DNA (Department of Molecular and Biomedical Sciences, College of Veterinary Medicine), and Forensic Textile Chemistry (Department of Textile Engineering, Chemistry & Science; College of Textiles). The FSI is seeking to fill two additional positions in Forensic Science, inter-connecting at least four other colleges as part of the Chancellor's FEP. This new core faculty, together with more than 30 NC State faculty members across eight colleges that are active in forensic science research, training or education, will provide the necessary expertise to ramp forensic science at NC State to national and international prominence.

The proposed PSM in Forensic Science will provide an avenue for bachelor of science graduates across the UNC system and globally to develop the graduate training needed to succeed in many of the state agencies and private industries that serve the criminal justice system. It will help establish North Carolina and NC State University as a national and international leader in graduate education and research in the forensic sciences.
**Economic Sustainability:** PSM tuition will be the primary method for sustainability. Greater than 90% of attendees surveyed at one of our five Forensic Science Symposia stated that NC requires a master's degree in Forensic Science. In addition, with >$4.5 million in research and professional training funding since 2008, the emerging FSI has demonstrated the ability to win extramural funding in Forensic Science involving the Departments of Computer Science, Entomology, Industrial Design, Materials Science and Engineering, Mechanical and Aerospace Engineering, Molecular and Biomedical Sciences, Sociology and Anthropology, and Textile Engineering, Chemistry and Science.

**Advancing STEM Engagement and Education:** As part of the strong commitment to STEM education at a Research University with very high activity (RU-VH), it is well-known that development of an accredited academic program in Forensic Science will attract diverse students to STEM initiatives. NC State has an opportunity to address head-on the significant professional training challenges in forensic sciences, by establishment of the proposed PSM. NC State is uniquely positioned to become a major force in the advancement of forensic research, education, training, and expert service throughout the state, nation, and internationally.

3. Student demand. Provide any update to the documented evidence of student demand presented in Appendix A.

No new data.

4. Societal demand and employability of graduates. Provide any update to the documented evidence of societal demand and employment opportunities presented in Appendix A.

No new data.

B. Provide any update to the discussion of similar degree programs and opportunities for collaboration presented in Appendix A. Discuss here the feasibility of a joint or collaborative degree program with one or more UNC institutions.

No new data. There is potential for collaboration with Western Carolina University and Fayetteville State University. Select PSM Forensic Science classes may be offered online so that qualified WCU and FSU students may be able to take the online classes.

C. Enrollment (baccalaureate programs should include only upper division majors, that is, juniors and seniors).

Please indicate the anticipated first year and fourth year steady-state enrollment (head count) for the proposed program.

<table>
<thead>
<tr>
<th>Year</th>
<th>Full Time</th>
<th>Part-time</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>8</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Year 4</td>
<td>30</td>
<td>12</td>
<td>42</td>
</tr>
</tbody>
</table>

(We have increased the anticipated enrollment since the Appendix A submission due to continued increased interest in the degree)

III. Program Requirements and Curriculum
A. Program Planning

1. List the names of institutions with similar offerings regarded as high quality programs by the developers of the proposed program.

- Virginia Commonwealth University: MS Forensic Science Program
- Penn State University: MS in Forensic Science
- UC Davis: MS in Forensic Science

2. List institutions visited or consulted in developing this proposal. Also discuss or append any consultants' reports or committee findings generated in planning the proposed program.

- UC Davis:
  - Faculty from NC State visited UC Davis' Forensic Science Program on two occasions.
  - The Director of the UC Davis Forensic Science Program visited NC State as a consultant to our forensic science program development. The Director formerly served on the FEPAC Accreditation Board.

- Virginia Commonwealth University:
  - The Director of the VCU Forensic Science Graduate Program visited NC State for discussions about our forensic science program development. The Director currently serves on the FEPAC Accreditation Board.

B. Admission

List the following:

1. Admissions requirements for proposed program (indicate minimum requirements and general requirements).

Minimum requirements

- Graduate Record Exam with percentiles greater than 50% in all categories
- For the proposed Forensic Biology track:
  - Bachelor of Science degree in a biological science discipline from an accredited university with a minimum GPA of 3.0 on a four point scale. If the following undergraduate courses have not been taken, provisional acceptance may be allowed on the condition that these undergraduate courses are completed with a grade B- or higher: Statistics, Genetics, Biochemistry, two semesters of Organic Chemistry.
- For the proposed Forensic Criminalistics track:
  - Bachelor of Science degree in a chemistry or biochemistry discipline from an accredited university with a minimum GPA of 3.0 on a four point scale. If the following undergraduate courses have not been taken, provisional acceptance may be allowed on the condition that these undergraduate courses are completed with a grade B- or higher: Statistics, Analytical Chemistry, two semesters of Organic Chemistry, Physical Chemistry, Engineering Mathematics, and Calculus.
General requirements

- Three strong letters of reference.
- Strong statement of interest in forensic science with respect to research, management, or professional experience in the field of forensic science.

2. Documents to be submitted for admission (listing or attach sample).

- Official transcripts.
- Three letters of reference.
- Strong statement of interest in forensic science with respect to research, management, and/or prior or current professional experience in the field of forensic science.

C. Degree requirements. List the following:

1. Total hours required. State requirements for Major, Minor, General Education, etc.

Thirty seven (37) total hours are required to ensure a high quality forensic science graduate program. While this is high for most Master’s degrees, the following points justify the hours needed:

- This unique Professional Science Master’s must satisfy both the requirements of the PSM program and the requirements of the FEPAC accreditation in Forensic Science, both of which will provide a basis for establishment of a very high quality and impactful program.
- Five of the credit hours are earned during the summer, through a letter-graded summer internship (3 credits) and two introductory workshops (1 credit each).

2. Other requirements (e.g. residence, comprehensive exams, thesis, dissertation, clinical or field experience, “second major,” etc.).

Students must complete either a thesis (requiring six credits of thesis research and designated as "Option A") or non-thesis degree (requiring six credits of independent study, or three credits of independent study and three credits of elective coursework and designated as "Option B").

For graduate programs only, please also list the following:

3. Proportion of courses open only to graduate students to be required in program.

All courses must be graduate level, with the exception of one elective course, which may be at the 400-level.
4. Grades required
   - Grade B or higher in all courses

5. Amount of transfer credit accepted
   - Six transfer credits allowed from an accredited institution in relevant subject areas at the graduate level.

6. Language and/or research requirements
   - English is required.
   - For applicants with English as the second language, the TOEFL must be taken with a minimum score of 80 on the Internet-based test, consistent with The Graduate School requirements.

7. Any time limits for completion
   - Six years, per NC State University Graduate School policy.

D. For all programs, list existing courses by title and number and indicate (*) those that are required. Include an explanation of numbering system. List (under a heading marked "new") and describe new courses proposed.

Proposed semester-by-semester display is shown in Table 1 below. Notes on Table 1:
   - Two tracks are proposed: Forensic Biology and Forensic Criminalistics.
   - All courses are required except those labeled as electives.
   - Workshops: One credit workshops are proposed immediately prior to, and at the end of, the first year to bring all first year enrolled students together for 3-5 day intensive hands-on training that will build practical understanding of the field of forensic science, as well as build teamwork, leadership skills, and camaraderie among the interdisciplinary students, staff and faculty.

   - A prefix of FSI will be requested for new forensic science courses.

   - All courses identified with a FSI prefix are new.
   
   Course actions will be required. Resources for these FSI courses are either already in place through the Chancellor’s Faculty Excellence, or will be in place when Faculty Excellence hiring is complete.

   - Course numbering protocol
     o Workshops are identified as FSI501 to FSI509
     o New PSM Forensic Science courses are all at the 500 level.
     o New FSI PSM Plus courses are identified as FSI600 level even numbers. All other classroom-based FSI courses are 500 level.
     o Research and Independent Study courses are FSI 695 (research) or FSI 693 (Independent Study).
In some cases, numbers are selected to coincide with similar, but lower level, existing courses. E.g., FSI574 Advanced Forensic Analytical Chemistry Laboratory is the graduate course that corresponds to an existing course, PCC 474 Forensic Analytical Chemistry Laboratory.

| Year 1 |
|---|---|---|---|---|
| **Semester** | **Classification** | **Credits** | **Course #** | **Course Title** | **Faculty** | **Dept./College** |
| **Summer Session 2** | Workshop | 1 | FSI 501 | Discovery and Recovery Workshop | FSI Faculty | Various |
| **Fall** | Biology Track | 3 | ANT 529 | Advanced Methods in Forensic Anthropology | Ross/Juarez | S&A / H&SS |
| | Criminalistics Track | 3 | FSI 510 | Advanced Forensic Analytical Chemistry Laboratory | Vinueza/Rhines | TECS / COT |
| | Biology Track | 3 | FSI 520 | Forensic DNA Analysis | Faith | MRS / CVM |
| | Criminalistics Track | 3 | FSI 530 | Forensic Trace Evidence Laboratory | Remy | TECS / COT |
| | PSM Plus | 1 | FSI 601 | Forensic Science Graduate Seminar | New CFEP Hire | |
| | PSM Plus | 2 | FSI 610 | Law and Forensic Evidence | New CFEP Hire | |
| **Spring** | Core | 3 | FSI 540 | Forensic Statistics | TBD | ST / COS |
| | Core | 2 | FSI 550 | Professional Practice in Forensic Science | Oliver | TECS / COT |
| | PSM Plus | 1 | FSI 601 | Forensic Science Graduate Seminar | FSI Faculty | Various |
| | PSM Plus | 3 | | Ethics and Objectivity Elective | Various | Various |
| **Maymaster** | Workshop | 1 | FSI 502 | Forensic Workshop Elective | FSI Faculty | Various |
| **Summer Session 1 or 2** | PSM Plus | 3 | FSI 620 | Forensic Science Summer Internship | FSI Faculty | Various |
| **Fall** | Core* | 3 | FSI 695/ 693 / other | Thesis Research / Independent Study / Elective | Various | Various |
| | PSM Plus | 2 | FSI 560 | Courtroom Written and Oral Testimony | New CFEP Hire | |
| | Biology or Criminalistics Elective | 3 | | Forensic Biology Elective | Ross/Juarez | S&A / H&SS |
| | | | | Forensic Criminalistics Elective | Various | Various |
| **Spring** | Core* | 3 | FSI 695/ 693 | Thesis Research / Independent Study (PSM capstone experience) | Various | Various |
| | General Elective | 3 | | | Various | Various |
| **Total credits** | | 37 | | | | |

Table 1. Proposed Semester-by-Semester Display.

* For Thesis Option, course must be Thesis Research. For Non Thesis Option, course may be Independent Study or Additional Course Electives.

** Biology Electives**:
- ANT 585  Skeletal Biology in Anthropology  Ross (S&A, H&SS)
- ANT 595  Introduction to Forensic Isotopes  Juarez (S&A, H&SS)
- FSI 5XX  Special Topics in Forensic Science: Biological Sciences  Various

** Criminalistics Electives**:
- MEA433  Forensic Geology  Jeff Reid (MEAS, CNR)
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TMS500</td>
<td>Textile Microscopy</td>
<td>Various</td>
</tr>
<tr>
<td>MSF580</td>
<td>Materials Forensics</td>
<td>Carl Koch (MSE, COE)</td>
</tr>
<tr>
<td>CH 727</td>
<td>Mass Spectrometry</td>
<td>David Muddiman (CH/COS)</td>
</tr>
<tr>
<td>ET470</td>
<td>Environmental Forensics</td>
<td></td>
</tr>
<tr>
<td>FPS 792</td>
<td>Special Topics in Fiber &amp; Polymer Science: Forensic Chem.</td>
<td>Vinueza (TECS/COT)</td>
</tr>
<tr>
<td>TMS762</td>
<td>Characterization of Structure of Fiber Forming Polymers</td>
<td>Michielsen (TECS/COT)</td>
</tr>
<tr>
<td>FSI 5XX</td>
<td>Special Topics in Forensic Science: Criminalistics</td>
<td>Various</td>
</tr>
</tbody>
</table>

**PSM PLUS** (minimum of 12 credits for PSM certification):

PSM Plus courses are designed to provide management, leadership, ethical, and other training to the Master's program. PSM Courses in the proposed curriculum include required and elective courses:

Required PSM:
- Forensic Science Graduate Seminar (2 x 1 credits)
- Law and Forensic Evidence (2 credits)
- Forensic Science Internship (3 credits)
- Courtroom Written and Oral Testimony (2 credits)

Elective Group: Ethics and Objectivity (3 credits)
- Comparative Systems of Law and Justice
- BIT501 Ethical Issues in Biotechnology
- PHI520 Global Justice
- PS585 Constitutional and Legal Principles for Police
- PS545 Comparative Systems of Law and Justice

Other potential electives (with permission of the Director of the PSM in Forensic Science)
Courses may be selected from the Professional Communication and Managerial Skills certificate program: [http://distance.ncsu.edu/programs/graduate-certificate-in-professional-communication-and-managerial-skills](http://distance.ncsu.edu/programs/graduate-certificate-in-professional-communication-and-managerial-skills)

TTM 533 Lean Six Sigma

** Additional electives may be allowed with approval of the Director of the PSM

Workshop Electives (1 credit) to be selected from:
- Advanced Discovery and Recovery
- Advanced Forensic Anthropology and Archaeology
- Digital Forensics
- Forensic Bloodstain Pattern Analysis
- Forensic Textiles
- Veterinary Forensics

New Proposed Courses
FSI 501 Discovery and Recovery
Hands-on workshop with lectures and field work training in crime scene investigation, forensic photography, forensic human and animal identification, forensic entomology, forensic trace evidence, forensic microscopy, and recovery of buried and scattered remains.

FSI 510 Advanced Forensic Analytical Chemistry Laboratory
Pre-req: 300 or 400 level Analytical Chemistry.
Advanced laboratory concepts in forensic analytical chemistry, including crime scene and trace evidence analysis.

FSI 520 Forensic DNA Analysis
Pre-req: 300 or 400 level Genetics.
Class and laboratory covering concepts in forensic DNA methodology and data analysis, with case studies.

FSI 530 Forensic Trace Evidence Laboratory
Pre-req: Analytical Chemistry.
Standard methods in forensic trace evidence analysis, including analysis of hair, fiber, paint, inks, pollen, gunshot residue, soils, and impression evidence, with case studies.

FSI 540 Forensic Statistics
Pre-req: Introduction to Statistics.
Application of statistical methodology to various sub-disciplines in forensic science, with case studies.

FSI 550 Professional Practice in Forensic Science
Pre-req: Graduate standing or permission of the instructor.
Study of standard forensic science and crime scene recovery methods, with case studies.

FSI 560 Courtroom Written and Oral Testimony
Pre-req: Graduate standing or permission of the instructor.
Review and training in written and oral courtroom testimony, with case studies.

FSI 601 Forensic Science Graduate Seminar
Pre-req: Graduate standing or permission of the instructor.
Seminars from leading experts in forensic science and crime scene investigation and PSM Forensic Science graduate student research presentations.

FSI 610 Law and Forensic Evidence
Pre-req: Graduate standing or permission of the instructor.
Review of legal principles and protocols as they apply to the collection and admission of evidence in the courtroom, with case studies.

FSI 693 Independent Study
Pre-req: Graduate standing or permission of the instructor.
Graduate independent study in forensic science.

FSI 695 Graduate Research
Pre-req: Graduate standing.
Graduate research in forensic science.

IV. 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 SACS 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.

- All instructors must have either Associate or Full status of the Graduate Faculty at NC State University.

- The necessary qualification for consideration as an associate member of the graduate faculty is appointment at the rank of assistant professor or higher, including non-tenure track faculty appointments (adjunct, visiting, clinical, extension, practicum, research, teaching, and federal contractual employees, such as USDA, DOI, U.S. Forest Service, etc.). Graduate faculty status is awarded upon recommendation by the Department Head or Director of Graduate Programs (DGP) and approval by the Dean of the Graduate School. If the candidate does not hold a doctoral degree, there must be demonstrable evidence that the candidate possesses the experience, knowledge, and capability in the area of intended participation in the graduate program of the university.

- Full members of the graduate faculty have distinguished themselves in research, thesis direction, and graduate teaching. Evidence of such distinction is indicated by a number of significant publications; by chairing several master’s committees, co-chairing doctoral committees (where the other co-chair is a full member of the graduate faculty), or chairing doctoral committees (where the vice-chair is a full member of the graduate faculty); and by excellence in graduate teaching. In certain instances, one or two of these experiences may be considered sufficient. Tenure-track and non-tenure track faculty (e.g., clinical, extension, practicum, research, teaching, and federal contractual employees, such as USDA, DOI, U.S. Forest Service, etc.) at the academic ranks of assistant professor or higher are eligible for full membership status. A member of the graduate faculty holding full status may participate in all phases of the graduate program. Visiting and adjunct faculty members are NOT eligible for full graduate faculty status and thus cannot chair Ph.D. committees unless a full member of the graduate faculty serves as vice-chair.

<table>
<thead>
<tr>
<th>Name</th>
<th>Rank</th>
<th>Home Department/ College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Matthew Breen</td>
<td>Professor</td>
<td>Molecular and Biomedical Sciences / CVM</td>
</tr>
<tr>
<td>Dr. Seth Faith</td>
<td>Assistant Professor</td>
<td>Molecular and Biomedical Sciences / CVM</td>
</tr>
<tr>
<td>Dr. David Hinks</td>
<td>Professor</td>
<td>Textile Engineering, Chemistry &amp; Science / COT</td>
</tr>
<tr>
<td>Dr. Chelsea Juarez</td>
<td>Assistant Professor</td>
<td>Sociology and Anthropology / H&amp;SS</td>
</tr>
<tr>
<td>Dr. Jay Levine</td>
<td>Professor</td>
<td>Population Health and Pathobiology / CVM</td>
</tr>
<tr>
<td>Dr. Bill Oliver</td>
<td>Teaching Assist. Prof.</td>
<td>Textile Engineering, Chemistry &amp; Science / COT</td>
</tr>
<tr>
<td>Dr. Ann Ross</td>
<td>Professor</td>
<td>Sociology and Anthropology / H&amp;SS</td>
</tr>
<tr>
<td>Dr. Nelson Vinueza</td>
<td>Assistant Professor</td>
<td>Textile Engineering, Chemistry &amp; Science / COT</td>
</tr>
<tr>
<td>Dr. Wes Watson</td>
<td>Professor</td>
<td>Entomology / CALS</td>
</tr>
</tbody>
</table>

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 SACS 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.

N/A
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.

New faculty members are either already on board via the Chancellor's Faculty Excellence Program (Drs. Seth Faith, Chelsea Juarez, and Nelson Vinueza) or will be hired under that program (two Faculty Excellence hires in process). No additional faculty members are anticipated to be required. Existing NC State faculty already teach some of the classes that will be included in the PSM Forensic Science curriculum. No negative impact on teaching commitments for these faculty members is anticipated.

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

The Forensic Sciences Institute planning includes five new faculty members from the Chancellor's Faculty Excellence Program. The majority of new courses will be taught by these additional faculty members.

The program will include independent study (non-thesis) and thesis research dedicated to advancing the field of forensic science. This highly active and interdisciplinary research area will have broad and deep impact on science and justice in the United States and internationally.

The program will foster increased interaction between the university faculty and public and private forensic science laboratories. While managing expectations for each faculty member via their Statement of Mutual Expectations (a university requirement), it is likely that opportunities for high impact service to the State of North Carolina, and the nation, will be catalyzed by the establishment of the PSM for Forensic Science. We are aware that more than 30 faculty members across the university are or have been involved in some way in assisting forensic science-based service activities outside the university. This number will likely increase substantially.

Also, over the last five years in particular, the number of faculty members with extramural funding for research in the field of forensic science has been increasing. It is anticipated that the PSM in Forensic Science will encourage continued increase in the number of faculty that contribute to forensic science scholarly research.

V. 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.

NC State University's library is an outstanding resource for STEM disciplines and has for many years maintained a comprehensive portfolio of forensic science texts and peer-reviewed journals.
B. 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?

The university library has been a strong partner with the FSI to provide a suite of forensic science texts and journals on an on-going basis. No additional resources are required beyond the existing maintenance of texts and online journal subscriptions.

C. Discuss the use of other institutional libraries.

While the use of other institutional library is not anticipated to be required, the libraries across the UNC system will be valuable for graduate training and research since this is strongly interdisciplinary.

VI. Facilities and Equipment

A. Describe facilities available for the proposed program.

The following space is dedicated to the forensic science graduate program.

- Initial FSI Space (administered by the College of Textiles)
  - FSI entrance (approx. 100 sq. ft.) (COT 1217)
  - FSI faculty/staff office space (2 offices) (approx. 160 sq. ft.) (COT 1217B/D)
  - Graduate student office space (3 offices) (approx. 200 sq. ft.) (COT 1217L/G/H)
  - FSI bone density scanner (approx. 80 sq. ft.) (COT 1217C)
  - FSI mock crime scene (approx. 80 sq. ft.) (COT 1217L)
  - FSI meeting room (approx. 100 sq. ft.) (COT 1207)
  - FSI kitchen (approx. 80 sq. ft.) (COT 1217E)
  - FSI evidence storage space (approx. 100 sq. ft.) (COT 1217F)
  - FSI workshop storage space (approx. 200 sq. ft.) (COT 1217A)
  - Max A. Weaver Dye Library file storage (approx. 50 sq. ft.) (COT 1217A)
  - Max A. Weaver Dye Library (approx. 700 sq. ft.) (COT G120A)

The above space is ideal for evidence and general storage, filing, graduate student offices, Teaching Assistant Professors that are or will be part of the FSI.

All current Chancellor’s Faculty Excellence members have office and research laboratory space assigned by their home departments. Plans are in place for new hires under the Chancellor’s Faculty Excellence Program to receive appropriate space as part of their start-up package.

The requested part-time multi-media specialist and bookkeeper already have assigned office space in the College of Textiles. Additional office space is needed for a Graduate Services Coordinator. Initially, this space will be assigned under the College of Textiles (office space exists).

A significant number of laboratories and classroom spaces are being utilized by faculty members undertaking forensic science work, including:
Agenda

- Partnering research laboratories (administered by college)
  - Forensic Analysis Laboratory (Anthropology) (H&SS)
  - Textiles and Forensic Analytical Chemistry Laboratory (COT)
  - Textiles Microscopy Laboratory (COT)
  - Analytical Instrumentation Facility (COE)
  - Digital Games Research Laboratory (Computer Science) (COE)
  - Entomology Research Laboratory (CALS)
  - MEAS Isotope Laboratory (CNR)
- Field Laboratory (administered by CALS)
  - 8 acres of unused space at Lake Wheeler Research Fields (CALS)
- Classroom facilities
  - Regular classroom facilities (COT, H&SS, CVM)
  - Large Short Course Room (Textiles Extension) (COT, ZTE)
  - Anthropology Teaching Laboratory (Park Shops) (H&SS)

Equipment

Equipment exists for administering the PSM in Forensic Science. All laboratories above are appropriately satisfactorily equipped for education, training, and research laboratory work. Included in the attached budget are PSM educational supplies, lab fees, etc.

If, during preparation for FEPAC accreditation it is found that additional new equipment is required to support the PSM in Forensic Science, funds will be requested through the University's one-time funds and shared use laboratory facilities.

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.

Existing facilities are anticipated to be adequate for the initiation of the program. No major space challenges are anticipated at the commencement of the program or for the first two years. However, ideally the PSM in Forensic Science (and the PhD in Forensic Science that is under development) will require an attractive, high visibility central location that houses in one place administrative offices, meeting rooms and possibly select graduate student offices. Possible locations exist in the College of Textiles on Centennial Campus as well as a planned new Flex Building on the Biomedical Campus (College of Veterinary Medicine). The University Space Committee will be engaged as well as the respective College Dean's in identifying appropriate space early in the PSM Forensic Science program.

C. Describe information technology and services available for the proposed program

To date, the College of Textiles has provided IT support for much of the forensic science program's workshops, symposia, and website. These services are available and can continue with appropriate support from the PSM program. The attached budget requests part-time support to cover the IT staff for this effort.
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.

See C. above. The attached budget will provide sufficient IT support services for the new program in the initial years. Over the next decade, if the program grows beyond what is anticipated, additional IT support may be required through new enrollment funds.

VII. Administration

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.

Given the interdisciplinary, multi-college involvement of the PSM, the following administrative structure will be followed.

**Forensic Science Graduate Studies Committee**
The PSM in Forensic Science is a university-wide program that will report to the Graduate School. The Graduate School Dean shall appoint a Forensic Science Graduate Studies Committee comprising:

- Director of the PSM in Forensic Science (chair)
- Select core Forensic Science Institute graduate faculty or other faculty members
  - Initially from Drs. Breen, Faith, Hinks, Levine, Ross, Vineuza, Watson

**Deans’ Advisory Board**
The Dean of the Graduate School will form a Forensic Science Deans’ Advisory Board comprising membership from all colleges involved in the PSM. Deans may appoint designees to serve on the Board. The Forensic Science Graduate Studies Committee will provide an annual report to the Dean’s Advisory Board and will meet with the Board at least once per year.

As with all curriculum development at NC State, any changes to courses or the curriculum will require consultation with all impacted departments. Written agreements regarding course offerings will be established between the FSI and participating departments that contribute courses to the forensic science graduate programs.

**PSM External Advisory Board**
All PSMs require an external advisory board. The following are proposed for the External Advisory Board for the PSM in Forensic Science.

- Current or former member of FEPAC (or designee)
- NC Chief Medical Examiner (or designee)
- Director of NC State Crime Laboratory (or designee)
- Director of NC Justice Academy (or designee)
- Crime Laboratory Director, out-of-state (or designee)
- Director, PSM Forensic Science (ex officio)
Table 2 provides an organizational chart for administration of the PSM in Forensic Science. A review of the administrative structure will occur by the third year with any changes being recommended to the Provost.

Table 2. Organizational chart for the PSM in Forensic Science.

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.

While there are no required accreditation or licensing standards, NC State University will seek accreditation by the Forensic Science Educational Program Accreditation Commission (FEPAC; http://www.aafs.org/fepac). See section VIII.B below.

FSI faculty members have met with current and former members of FEPAC for advice on establishment of the curriculum and standards and will continue to interface with the Commission. One member of the Commission will be invited onto the Forensic Sciences Advisory Board.
B. Indicate the names of all accrediting agencies normally concerned with programs similar to the one proposed. Describe plans to request professional accreditation.

**Forensic Science Education Programs Accreditation Commission (FEPAC)**

The mission of the Forensic Science Education Programs Accreditation Commission (FEPAC) is to “maintain and to enhance the quality of forensic science education through a formal evaluation and recognition of college-level academic programs. The primary function of the Commission is to develop and to maintain standards and to administer an accreditation program that recognizes and distinguishes high quality undergraduate and graduate forensic science programs.”

Accreditation can only be sought two classes have graduated from the program. Hence, accreditation for the PSM in Forensic Science will be requested formally at the end of the fourth year of the operation of the degree.

The most recent report by FEPAC can be found here:


C. If the new degree program meets the SACS 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 SACS on time?

Required actions by the Graduate School to comply with SACS will be completed by March 2016 for a start date of Fall, 2016.

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 required.

IX. Supporting Fields

Discuss the number and quality of lower-level and cognate programs for supporting the proposed degree program. 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 improvement or expansion of lower-level and cognate programs are anticipated to be needed at this time. Many Bachelor’s degrees exist at NC State that would be good feeders for the PSM in Forensic Science, including: Biological Sciences, Biochemistry, Chemistry, Chemical Engineering, Entomology, Materials Science & Engineering, Paper Science and Engineering, and Polymer and Color Chemistry. The Forensic Science program faculty expect a number of applicants to the PSM in Forensic Science will stem from these undergraduate degree programs. However, none are required to support the PSM.

In addition, a thriving minor in Forensic Science exists at the undergraduate level, and while not required, this will be helpful for students majoring across myriad degrees in helping them prepare for entrance into the PSM in Forensic Science.
X. Additional Information

No additional information needed at this time.

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.
## SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

<table>
<thead>
<tr>
<th>Institution</th>
<th>NC State University</th>
<th>Date</th>
<th>1-May-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program (CIP Name Level)</td>
<td>43.0108, Forensic Science and Technology, master's</td>
<td>Master of Science in Forensic Science</td>
<td>Year 1 (2016-2017)</td>
</tr>
<tr>
<td>Degree(s) to be Granted</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Projected annual FTE students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Differential tuition requested per student per academic yr</td>
<td>$0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Projected annual differential tuition</td>
<td>$0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Projected annual differential tuition for financial aid</td>
<td>$0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Differential tuition remainder</td>
<td>$0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### YEAR 1

#### Source of Funds

<table>
<thead>
<tr>
<th>Cost Description</th>
<th>Credit Hrs</th>
<th>College</th>
<th>Number</th>
<th>Reallocation from College</th>
<th>Enrollment Increase</th>
<th>Contracts, Grants &amp; FSE Faculty Excellence</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>12XX EPA salary</td>
<td>0.25</td>
<td>12000</td>
<td>2</td>
<td>12,000</td>
<td></td>
<td></td>
<td>12,000</td>
</tr>
<tr>
<td>Graduate Services Coordinator (0.5 FTE year 1)</td>
<td>0.500</td>
<td>24,000</td>
<td>24,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL 12XX</td>
<td>1.000</td>
<td>- 46,000</td>
<td>46,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13XX EPA salaries</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>FSC/COT</td>
<td>1.000</td>
<td>5,000</td>
</tr>
<tr>
<td>Summer 1: Discovery and Recovery 5 day Workshop (Core)</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>FSC/COT</td>
<td>1.000</td>
<td>5,000</td>
</tr>
<tr>
<td>Semester 1: Forensic DNA Analysis (Bio Track)</td>
<td>3</td>
<td>CUMCOS</td>
<td>1.000</td>
<td>18,000</td>
<td>18,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 1: Forensic Trace Evidence (Crim Track)</td>
<td>3</td>
<td>FSC/COT</td>
<td>1.000</td>
<td>18,000</td>
<td>18,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 1: Advanced Methods in Fore. Anthro (Bio Track)</td>
<td>3</td>
<td>CHASS</td>
<td>1.000</td>
<td>18,000</td>
<td>18,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 1: Forensic Analytical Chem. Lab (Crim Track)</td>
<td>3</td>
<td>COT</td>
<td>1.000</td>
<td>18,000</td>
<td>18,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 1: Forensic Science Graduate Seminar (PSM PLUS)</td>
<td>1</td>
<td>FSC/COT</td>
<td>1.000</td>
<td>18,000</td>
<td>18,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 1: Law and Forensic Evidence (PSM PLUS)</td>
<td>2</td>
<td>FSC/COT</td>
<td>1.000</td>
<td>18,000</td>
<td>18,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 1: Forensic Statistics (Bio Track)</td>
<td>3</td>
<td>COS</td>
<td>1.000</td>
<td>12,000</td>
<td>12,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 2: Professional Practice in Forensic Science</td>
<td>2</td>
<td>FSC/COT</td>
<td>1.000</td>
<td>10,000</td>
<td>10,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 2: Forensic Science Graduate Seminar (PSM PLUS)</td>
<td>1</td>
<td>FSC/COT</td>
<td>1.000</td>
<td>8,000</td>
<td>8,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 2: Ethics and Objectivity Elective 1 (PSM PLUS)</td>
<td>3</td>
<td>CHASS</td>
<td>1.000</td>
<td>6,000</td>
<td>6,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maymester: Forensic Workshop Elective (Core)</td>
<td>1</td>
<td>FSC/COT</td>
<td>1.000</td>
<td>7,000</td>
<td>7,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Graduate Student Assistants @ $20000 | 20 | 20,000 | 40,000 | 40,000 |
| TOTAL 13XX | 14,000 | - 30,000 | 30,000 |
| 13XX Fringes | 25% | 25,000 | 25,000 |
| Graduate Student Assistants @ 9.5% | 20 | 18,000 | 18,000 |
| TOTAL 16XX | 30,000 | - 30,000 | 30,000 |
| 2-6XX Operating | | | | | |
| Copying/Postage/Office Supplies | 3,000 | 3,000 |
| Travel (Thesis of-campus visits, internship visits, of-campus meetings) | 8,000 | 8,000 |
| Seminar speaker travel expenses | 6,000 | 6,000 |
| Lab Fees (Academic Training) | 5,000 | 5,000 |
| Equipment | 6,000 | 6,000 |
| Online advertising | 10,000 | 10,000 |
| Other | 1,000 | 1,000 |
| TOTAL 2-6XX | 38,000 | - 38,000 | 38,000 |
| 6XX Graduate Student Support Plan (GSSP) | | | | | |
| Graduate Tuition @ $7,523 | 2 | 3,876 | 3,876 |
| In-State Tuition @ $7,523 | 2 | 15,246 | 15,246 |
| Tuition Remission @ $13,888 (diff) | 2 | 27,376 | 27,376 |
| Tuition Remission Matching @ 25% | | | | |
| TOTAL 6XX | $0 | $48,498 | $48,498 |
| TOTAL COSTS | $0 | $252,758 | $252,758 |
## SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

**INSTITUTION**: NC State University  
**Program (CIP, Name Level)**: 43.0106, Forensic Science and Technology, master's  
**Degree(s) to be Granted**: Master of Science in Forensic Science  
**Year (2017-2018)**:  

**Projected annual FTE students**: 20  
**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

### YEAR 2 Source of Funds

<table>
<thead>
<tr>
<th>Cost Description</th>
<th>Credit Hrs</th>
<th>College</th>
<th>Number</th>
<th>Reallocation from College</th>
<th>Enrolment Increase*</th>
<th>Contracts &amp; Grants</th>
<th>FMA Faculty Excellence</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>13XX EPA salaries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PSI Associate Director for Professional Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 1: Discovery and Recovery 5</td>
<td>1</td>
<td>FSB/LOT</td>
<td>1.000</td>
<td>5000.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 2: Forensic DNA Analysis (5)</td>
<td>1</td>
<td>FSB/LOT</td>
<td>1.000</td>
<td>1900.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 3: Forensic Trace Evidence</td>
<td>1</td>
<td>FSB/LOT</td>
<td>1.000</td>
<td>1600.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 4: Forensic Science Graduation</td>
<td>1</td>
<td>FSB/LOT</td>
<td>1.000</td>
<td>1600.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 5: Law and Forensic Evidence</td>
<td>1</td>
<td>FSB/LOT</td>
<td>1.000</td>
<td>7000.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 6: Summer Forensic Internship</td>
<td>1</td>
<td>FSB/LOT</td>
<td>1.000</td>
<td>5000.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 7: Thesis Research / Indep</td>
<td>1</td>
<td>FSB/LOT</td>
<td>1.000</td>
<td>5000.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 8: Coursework Written and Or</td>
<td>1</td>
<td>FSB/LOT</td>
<td>1.000</td>
<td>5000.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer 2: Forensic Workshop Electives</td>
<td>1</td>
<td>FSB/LOT</td>
<td>1.000</td>
<td>5000.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 3: Forensic BioCriminology</td>
<td>1</td>
<td>FSB/LOT</td>
<td>1.000</td>
<td>1000.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 4: Forensic BioCriminology</td>
<td>1</td>
<td>FSB/LOT</td>
<td>1.000</td>
<td>1000.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 5: Forensic BioCriminology</td>
<td>1</td>
<td>FSB/LOT</td>
<td>1.000</td>
<td>1000.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 6: Forensic BioCriminology</td>
<td>1</td>
<td>FSB/LOT</td>
<td>1.000</td>
<td>1000.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 7: Forensic BioCriminology</td>
<td>1</td>
<td>FSB/LOT</td>
<td>1.000</td>
<td>1000.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 8: Forensic BioCriminology</td>
<td>1</td>
<td>FSB/LOT</td>
<td>1.000</td>
<td>1000.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Student Assistants @ $22000</td>
<td>2</td>
<td>FSB/LOT</td>
<td>40000</td>
<td>4000.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL 13XX</td>
<td>19.000</td>
<td>95.000</td>
<td>95.000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13XX Fringe</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty/Staff @ 27%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Student Assistants @ 95%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL 13XX</td>
<td>18.000</td>
<td>86.000</td>
<td>86.000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13XX Operating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Copying/Printing/Office Supplies</td>
<td>3</td>
<td>FSB/LOT</td>
<td>3.000</td>
<td>3.000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel (Thesis off-campus visits, internship visits, off-campus meetings)</td>
<td>5</td>
<td>FSB/LOT</td>
<td>5.000</td>
<td>5.000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seminar speaker travel expenses</td>
<td>1</td>
<td>FSB/LOT</td>
<td>1.000</td>
<td>1.000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab Fees (Academic Training)</td>
<td>3</td>
<td>FSB/LOT</td>
<td>3.000</td>
<td>3.000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td>5</td>
<td>FSB/LOT</td>
<td>6.000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online advertising</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL 13XX</td>
<td>-</td>
<td>12.000</td>
<td>12.000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24XX Graduate Student Support Plan (GSSP)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RAA/TA Health Insurance @ $1,938</td>
<td>2</td>
<td>FSB/LOT</td>
<td>3,876</td>
<td>3,876</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-State Tuition @ $7,839</td>
<td>2</td>
<td>FSB/LOT</td>
<td>15,674</td>
<td>15,674</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Remission @ $13,689 (df)</td>
<td>2</td>
<td>FSB/LOT</td>
<td>27,376</td>
<td>27,376</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Remission matching @ 25%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL 24XX</td>
<td>$4,464,498</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$4,464,498</td>
<td></td>
</tr>
<tr>
<td>TOTAL COSTS</td>
<td>$418,346</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$418,346</td>
<td></td>
</tr>
<tr>
<td>Cost Description</td>
<td>Credit Hrs</td>
<td>College</td>
<td>Number</td>
<td>Reallocation from College</td>
<td>Enrollment Increase</td>
<td>Contracts &amp; Grants</td>
<td>FSI Faculty Excellence</td>
<td>Total</td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td>------------</td>
<td>---------</td>
<td>--------</td>
<td>---------------------------</td>
<td>--------------------</td>
<td>---------------------</td>
<td>----------------------</td>
<td>-------</td>
</tr>
<tr>
<td>12XX EDA salary</td>
<td>0.5</td>
<td></td>
<td>24000</td>
<td>24000</td>
<td></td>
<td></td>
<td></td>
<td>24000</td>
</tr>
<tr>
<td>Bookkeeper</td>
<td>0.25</td>
<td></td>
<td>12000</td>
<td>12000</td>
<td></td>
<td></td>
<td></td>
<td>12000</td>
</tr>
<tr>
<td>Graduate Services Coordinator (0.5 FTE, Year 1)</td>
<td>0.5</td>
<td></td>
<td>24000</td>
<td>24000</td>
<td></td>
<td></td>
<td></td>
<td>24000</td>
</tr>
<tr>
<td>TOTAL 12XX</td>
<td>1.250</td>
<td></td>
<td>60,000</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td>60,000</td>
</tr>
<tr>
<td>13XX EDA salaries</td>
<td>1</td>
<td>FSICOT</td>
<td>1,000</td>
<td>5,000</td>
<td></td>
<td></td>
<td></td>
<td>5,000</td>
</tr>
<tr>
<td>Semester 1: Forensic DNA Analysis (Bio Track)</td>
<td>3</td>
<td>CVMCCS</td>
<td>1,000</td>
<td>1,000</td>
<td></td>
<td></td>
<td></td>
<td>1,000</td>
</tr>
<tr>
<td>Semester 1: Forensic Trace Evidence (Ctrl Track)</td>
<td>3</td>
<td>FSICOT</td>
<td>1,000</td>
<td>16,000</td>
<td></td>
<td></td>
<td></td>
<td>16,000</td>
</tr>
<tr>
<td>Semester 1: Advanced Methods in Forensic Science (Bio Track)</td>
<td>3</td>
<td>CHASS</td>
<td>1,000</td>
<td>1,000</td>
<td></td>
<td></td>
<td></td>
<td>1,000</td>
</tr>
<tr>
<td>Semester 1: Forensic Analytical Chem. Lab (Ctrl Track)</td>
<td>3</td>
<td>COT</td>
<td>1,000</td>
<td>1,000</td>
<td></td>
<td></td>
<td></td>
<td>1,000</td>
</tr>
<tr>
<td>Semester 1: Forensic Science Graduate Seminar (PSM PLUS)</td>
<td>1</td>
<td>FSICOT</td>
<td>1,000</td>
<td>1,000</td>
<td></td>
<td></td>
<td></td>
<td>1,000</td>
</tr>
<tr>
<td>Semester 1: Law and Forensic Evidence (PSM PLUS)</td>
<td>2</td>
<td>FSICOT</td>
<td>1,000</td>
<td>1,000</td>
<td></td>
<td></td>
<td></td>
<td>1,000</td>
</tr>
<tr>
<td>Semester 2: Forensic Statistics (Ctrl)</td>
<td>3</td>
<td>COS</td>
<td>1,000</td>
<td>12,000</td>
<td></td>
<td></td>
<td></td>
<td>12,000</td>
</tr>
<tr>
<td>Semester 2: Professional Practice in Forensic Science</td>
<td>2</td>
<td>FSICOT</td>
<td>1,000</td>
<td>10,000</td>
<td></td>
<td></td>
<td></td>
<td>10,000</td>
</tr>
<tr>
<td>Semester 2: Forensic Graduate Science Seminar (PSM PLUS)</td>
<td>1</td>
<td>CHASS</td>
<td>1,000</td>
<td>1,000</td>
<td></td>
<td></td>
<td></td>
<td>1,000</td>
</tr>
<tr>
<td>Semester 2: Ethics and Objectivity Elective (PSM PLUS)</td>
<td>3</td>
<td>CHASS/COSC</td>
<td>1,000</td>
<td>1,000</td>
<td></td>
<td></td>
<td></td>
<td>1,000</td>
</tr>
<tr>
<td>Maymester Forensic Workshop Elective (Core)</td>
<td>1</td>
<td>FSICOT</td>
<td>1,000</td>
<td>7,000</td>
<td></td>
<td></td>
<td></td>
<td>7,000</td>
</tr>
<tr>
<td>Semester 2: Forensic Internship (PSM PLUS)</td>
<td>3</td>
<td>COT</td>
<td>1,000</td>
<td>5,000</td>
<td></td>
<td></td>
<td></td>
<td>5,000</td>
</tr>
<tr>
<td>Semester 3: Thesis Research / Independent Study / Elective</td>
<td>3</td>
<td>CHASS</td>
<td>1,000</td>
<td>1,000</td>
<td></td>
<td></td>
<td></td>
<td>1,000</td>
</tr>
<tr>
<td>Semester 3: Coursework Written and Oral Testimony (PSM PLUS)</td>
<td>2</td>
<td>CHASS</td>
<td>1,000</td>
<td>1,000</td>
<td></td>
<td></td>
<td></td>
<td>1,000</td>
</tr>
<tr>
<td>Semester 3: Forensic Bio/Chemistry Elective</td>
<td>3</td>
<td>CHASS/COSC</td>
<td>1,000</td>
<td>1,000</td>
<td></td>
<td></td>
<td></td>
<td>1,000</td>
</tr>
<tr>
<td>Semester 4: Independent Study / Thesis Research</td>
<td>3</td>
<td>All</td>
<td>1,000</td>
<td>1,000</td>
<td></td>
<td></td>
<td></td>
<td>1,000</td>
</tr>
<tr>
<td>Semester 4: Advised Elective</td>
<td>3</td>
<td>COS</td>
<td>1,000</td>
<td>1,000</td>
<td></td>
<td></td>
<td></td>
<td>1,000</td>
</tr>
<tr>
<td>Total credits</td>
<td>37</td>
<td></td>
<td>55,000</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td>55,000</td>
</tr>
<tr>
<td>Graduate Student Assistants @ $20000</td>
<td>0.00</td>
<td></td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>TOTAL 13XX</td>
<td>17.00</td>
<td></td>
<td>55,000</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td>55,000</td>
</tr>
<tr>
<td>14XX Fines</td>
<td>0.27</td>
<td></td>
<td>31,260</td>
<td>31,260</td>
<td></td>
<td></td>
<td></td>
<td>31,260</td>
</tr>
<tr>
<td>TOTAL 14XX</td>
<td>0.27</td>
<td></td>
<td>31,260</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td>31,260</td>
</tr>
<tr>
<td>2-5XX Operating</td>
<td>0.00</td>
<td></td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Copying/Photocopy/Office Supplies</td>
<td>3.00</td>
<td></td>
<td>3,000</td>
<td>3,000</td>
<td></td>
<td></td>
<td></td>
<td>3,000</td>
</tr>
<tr>
<td>Travel (Theses off-campus visits, internship visits, off-campus meetings)</td>
<td>5.00</td>
<td>5,000</td>
<td>5,000</td>
<td>5,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seminar speaker travel expenses</td>
<td>3.00</td>
<td></td>
<td>3,000</td>
<td>3,000</td>
<td></td>
<td></td>
<td></td>
<td>3,000</td>
</tr>
<tr>
<td>Lab Fees (Academic Training)</td>
<td>5.00</td>
<td></td>
<td>5,000</td>
<td>5,000</td>
<td></td>
<td></td>
<td></td>
<td>5,000</td>
</tr>
<tr>
<td>Equipment</td>
<td>10.00</td>
<td></td>
<td>10,000</td>
<td>10,000</td>
<td></td>
<td></td>
<td></td>
<td>10,000</td>
</tr>
<tr>
<td>Other</td>
<td>1.00</td>
<td></td>
<td>1,000</td>
<td>1,000</td>
<td></td>
<td></td>
<td></td>
<td>1,000</td>
</tr>
<tr>
<td>TOTAL 2-5XX</td>
<td>32.00</td>
<td></td>
<td>32,000</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td>32,000</td>
</tr>
<tr>
<td>5XX Graduate Student Support Plan (GSSP)</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>RA/TA Health Insurance @ $1,936</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>In-State Tuition @ $7,623</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Tuition Remission @ $13,000 (off)</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Tuition Remission Matching @ 20%</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>TOTAL 5XX</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>TOTAL COSTS</td>
<td>0</td>
<td></td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>
**SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM**

**INSTITUTION**

NC State University

Program (CIP, Name Level)

Master of Forensic Science and Technology, master's

Degree(s) to be Granted

Master of Science in Forensic Science Program Year: Year 4 (2019-2020)

Projected annual FTE students

37

Differential tuition requested per student per academic year

$0

Projected annual differential tuition

$0

Projected annual differential tuition for financial aid

$0

Differential tuition remainder

$0

---

<table>
<thead>
<tr>
<th>Cost Description</th>
<th>Credit Hrs</th>
<th>College</th>
<th>Number</th>
<th>Reallocation from College</th>
<th>Enrollment Increase</th>
<th>Tuition Grants</th>
<th>FTE Salary</th>
<th>Tuition Excellence</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>12XX E&amp;L salary</td>
<td>0.5</td>
<td>36000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>36000</td>
</tr>
<tr>
<td>Bookkeeper</td>
<td>0.35</td>
<td>12000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12000</td>
</tr>
<tr>
<td>Graduate Services coordinator (0.5 FTE year 1)</td>
<td>0.5</td>
<td>24000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>24000</td>
</tr>
<tr>
<td>TOTAL 12XX</td>
<td></td>
<td></td>
<td></td>
<td>52000</td>
<td>$0</td>
<td></td>
<td></td>
<td></td>
<td>52000</td>
</tr>
<tr>
<td>15XX E&amp;L salaries</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5000</td>
</tr>
<tr>
<td>FYI Associate Director for Professional Training</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 1: Discovery and Recovery 6 day Workshop (Core)</td>
<td>1 FB/COT</td>
<td>1000</td>
<td>5000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5000</td>
</tr>
<tr>
<td>Semester 2: Forensic Statistics (Core)</td>
<td>3 COS</td>
<td>1000</td>
<td>1000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2000</td>
</tr>
<tr>
<td>Semester 3: Forensic Graduate Science Seminar (Core)</td>
<td>1 FB/COT</td>
<td>1000</td>
<td>1000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2000</td>
</tr>
<tr>
<td>Semester 4: Independent Study/Thesis Research</td>
<td>1 AS</td>
<td>1000</td>
<td>1000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2000</td>
</tr>
<tr>
<td>Graduate Student Assistants @ $20000</td>
<td></td>
<td>5000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5000</td>
</tr>
<tr>
<td>TOTAL 15XX</td>
<td>17000</td>
<td>-</td>
<td>50000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>55000</td>
</tr>
<tr>
<td>16XX Fringe</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>31000</td>
<td></td>
<td></td>
<td>31000</td>
</tr>
<tr>
<td>Graduate Student Assistants @ 9.5%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL 16XX</td>
<td>-</td>
<td></td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>31000</td>
</tr>
<tr>
<td>2-6XX Operating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3000</td>
<td></td>
<td></td>
<td>3000</td>
</tr>
<tr>
<td>Copying/Postage/Office Supplies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel (Thesis off-campus visits, internships, off-campus meetings)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seminar speaker travel expenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab Fees (Academic Training)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online advertising</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL 2-6XX</td>
<td>-</td>
<td></td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>32000</td>
</tr>
<tr>
<td>6XX Graduate Student Support Plan (GSSP)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NYU health insurance @ $1.334</td>
<td>0</td>
<td></td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-State Tuition @ $763</td>
<td>0</td>
<td></td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Remission @ $15.688 (diff)</td>
<td>0</td>
<td></td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition Remission Matching @ 25%</td>
<td>-</td>
<td></td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL 6XX</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td></td>
<td></td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>TOTAL COSTS</td>
<td>$0</td>
<td>$175,950</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td></td>
<td></td>
<td>$175,950</td>
<td></td>
</tr>
</tbody>
</table>
Budget Narrative

Year 1
Personnel
Summer salary support for Director of the PSM in Forensic Science.

Funding for the majority of professors teaching FSI courses is covered centrally by the Chancellor's Faculty Excellence program. In a few cases, a budget line is included to hire an instructor on contract (e.g. a forensic scientist from the State Crime Lab to teach Forensic Trace Evidence Analysis).

Multi-Media Specialist: 0.5 FTE is required to develop and maintain website, course lockers, and assist with course materials and marketing materials.

Bookkeeper: 0.25 FTE is required to maintain the budgets of the PSM program.

Graduate Services Coordinator: 0.5 FTE is required to assist with coordinating and processing applications and processing enrolled students as they progress to graduation.

Teaching Assistantships: Two teaching assistantships are requested for each of the first two years of the program with support from new enrollment funds. Note that the planned PhD in Forensic Science that is currently under development includes funding for more Teaching Assistants. These PhD TA's will be tasked with supporting the PSM in Forensic Science.

Operating expenses
Mail, photocopying, brochure development and other advertising, travel and accommodation for speakers and for faculty to visit students during internships, equipment, and lab fees and supplies are required.

Year 2: Same as year 1.
Year 3: Same as year 1, but removal of TAs
Year 4: Same as year 3.

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:

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

Yes. NC State University will seek enrollment increase funds to implement and sustain the proposed program. Since no similar degree exists across the UNC campus, all new students enrolled in the program will be additional graduate students at NC State.

2. Require differential tuition supplements or program-specific fees? If so, please elaborate.
a. State the amount of tuition differential or program-specific fees that will be requested.

None will be required at this time. Differential tuition may be requested in the future.

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

The University will reinvest the new enrollment funds into the program in the following ways, as indicated in the attached budget:

- Summer salary for administration of the degree by a Director
- Operating expenses (postage, printing, travel, equipment)
- Initial TA support for the first two years.
- Marketing
- Multimedia specialist (0.5 FTE)
- Book-keeper (0.25 FTE)
- Graduate Services Coordinator
- Laboratory and workshop supplies and expenses
- Select teaching commitments for faculty on contract (e.g. from the State Crime Lab).

c. 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? Please elaborate and provide documentation of campus commitments where appropriate.

Not without redistribution of state funds. Enrollment increase funds are required to sustain the proposed program.

XII. Evaluations Plans

All new degree program proposals must include an evaluation plan, which includes:

A. Criteria to be used to evaluate the quality and effectiveness of the program, including academic program student learning outcomes.

Key to success of the program is the demonstration of preparation for successful entrance into the professional field of forensic science. The criteria to evaluate the quality and effectiveness of the program will involve assessment of student learning outcomes in specific required classes and surveying current students, the forensic science community that hires graduates of the program, participating faculty, alumni of the program, and the Advisory Board. Assessments will include:

- The level of attainment of student learning outcomes for each class, which will map to program learning outcomes. All students graduating with the degree are expected to have satisfied all learning outcomes for each class.
A quality assessment report for each graduating student upon completion of the degree. For example, upon completion of thesis defense, the thesis committee will complete an assessment to include the level of depth of knowledge in the chosen field of study, ability to communicate research findings, and satisfactory review of the literature.

Respondents to alumni surveys will be asked to rank their level of agreement with statements about adequate career preparation, including:
  o The PSM in Forensic Science adequately prepared me for success as a professional practitioner in the field of forensic science. At least 80% of respondents will be expected to report agree or strongly agree with this statement.

Employers of alumni will be surveyed. Respondents to the industry surveys will be asked to rank the level of agreement with statements about adequate student preparation, including:
  o The PSM in Forensic Science graduate that we hired was adequately prepared for success as a professional practitioner in the field of forensic science. At least 80% of respondents will be expected to report agree or strongly agree with this statement.

Randomly selected students and alumni will be invited to meet with the Advisory Board each year in order to review the successes and challenges of the PSM in Forensic Science. The Advisory Board will be requested to provide input to the PSM Forensic Sciences Graduate Studies Committee on whether or not program objectives and learning outcomes are being met. Criteria for success will include at least 80% of the Advisory Board members voting that each of the program learning objectives are considered satisfactorily met.

B. Measures (metrics) to be used to evaluate the program (include enrollments, number of graduates, and student success).

For each track (Biological and Criminalistics), metrics will include:
  • GRE scores
  • Applicant: admission rate
  • Enrollment (full-time and part-time) (% of target)
  • Completion rates (%) for students in each track
  • Time to completion (months)
  • GPA at graduation for each student in each track
  • Career placement (at graduation, and three, six, and nine months after graduation) in the forensic science-based field.
  • Student and alumni feedback survey responses (year 1, exit survey, and 1, 3, 5 years after graduation)
  • Participating faculty survey responses assessing the quality and effectiveness of the program.
  • PSM External Advisory Board formal review and assessment report.
  • The number of ongoing formal relationships with public or private forensic science laboratories and medical examiners offices.
  • FEPAC accreditation following the fourth year of operation of the degree.
C. The plan and schedule to evaluate the proposed new degree program prior to the completion of its fourth year of operation.

Each year, the program will be evaluated as follows.
- Each enrolled student (part-time and full-time) will be required to complete the Annual Student Progress Report that is administered by The Graduate School.
- The PSM Forensic Sciences Graduate Studies Committee will meet with the Graduate School appointee for PSM programs and its Advisory Board to review student evaluations and progress toward degrees, faculty input on successes and challenges. A comprehensive review will be completed prior to the end of the fourth year in preparation for submission of accreditation materials for FEPAC accreditation that will include assessment of all metrics defined above.

Also, as required by FEPAC (http://fepac-edu.org/accreditation), the following evaluation plan will be implemented in preparation for submission for accreditation:

The program shall establish an explicit process for:
- evaluating and monitoring its overall efforts to fulfill its mission, goals, and objectives;
- assessing its effectiveness in serving its various constituencies;
- modifying the curriculum as necessary, based on the results of its evaluation activities;
- planning to achieve its mission in the future;
- demonstrating continuous improvement.

The program will conduct annual analytical self-evaluation that responds to the FEPAC standards. The evaluation shall include the following three components:

- A summary statement about the program’s compliance with each standard that identifies both best practices and problem areas.
- An evaluation of the success with regard to student achievement. The evaluation system shall include at least the following elements:
  - Results of the student’s performance in a capstone experience, forensic science standardized test results, publications, reports;
  - Exit questionnaire or interview of graduates;
  - Post-graduate assessment, such as job placement surveys;
  - The program must demonstrate how collected information is used in the evaluation and development of the program to meets its stated mission, goals, and objectives.

- An operational strategy that includes:
  - at least two significant continuous improvement initiatives and
  - any remediation around potential weakness or areas needing improvement with any FEPAC Standards.

The program will document its record of student performance, as measured by post-graduate assessments, and any additional outcome measures the program may use to assess student progress and achievement. These records will be maintained for at least five years after student graduation.
At least one measure of student achievement will be listed on the program’s website. The measure(s) to be placed on the website are determined by the institution or program and shall be updated annually. The measures of student performance listed on the program’s website will also be listed on the annual report to FEPAC once accreditation is requested.

Also, the program will demonstrate formal, regular interaction with at least one operational forensic science laboratory. This interaction will be on-going and documented. This relationship will take the form of two or more of the following:

1. Student internships;
2. Training opportunities where the program provides instruction to laboratory personnel;
3. Faculty serving on laboratory advisory committees;
4. Coordinated research initiatives between the laboratory and academic program;
5. Professional activities coordinated between the laboratory and the academic program;
6. Laboratory personnel serving in an advisory capacity to the academic program.

The FSI faculty currently already provide all six of the above activities in various capacities.

XIII. Reporting Requirements

Institutions will be expected to report on new program productivity as a part of the biennial low productivity program review process.

The PSM in Forensic Science will complete annual assessment report requirements by the Graduate School as part of its biennial productivity review process.

XIV. Attachments

Attach the final approved Appendix A as the first attachment following this document.

XV. Final Approval

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

Chancellor: ________________________________ Date: ________________________________
MEMORANDUM

TO: Mladen Vouk
    Interim Vice Chancellor for Research, Innovation and Economic Development

FROM: W. Randolph Woodson
    Chancellor

SUBJECT: Recommendation to continue the Center for Integrated Pest Management (CIPM) under Regulation 10.10.04

DATE: May 11, 2015

In response to your Memorandum dated May 8, 2015, authorization is hereby granted to forward the request to continue the Center for Integrated Pest Management (CIPM) to the Board of Trustees for approval.

WRW/mh

cc: Jeff Cheek, Associate Vice Chancellor, Research Administration
    Jonathan Horowitz, Assistant Vice Chancellor for Research Administration
    Larisa Slark, Coordinator – Centers and Institutes, SPARCS
MEMORANDUM

TO: W. Randolph Woodson
    Chancellor
    NC State University

FROM: Mladen Vouk
    Interim Vice Chancellor for Research, Innovation and Economic Development
    NC State University

SUBJECT: Recommendation to continue the Center for Integrated Pest Management (CIPM)
         under Regulation 10.10.04

DATE: May 8, 2015

The Center for Integrated Pest Management (CIPM) was authorized in January 1991 by the UNC
Board of Governors to foster the development and implementation of pest management programs
and policies based on knowledge of pest biology coupled with choices of monitoring tools and
control technology. The efforts of the Center result in economically sound, environmentally
compatible, and sociologically responsible pest management decisions that impact crop production,
as well as urban and natural settings. In accordance with NC State Regulation 10.10.04, a Periodic
review and site visit of the Institute was completed in December 2012 for activities in fiscal years
2005 - 2012. Following the receipt of the Review Team’s report, as well as detailed responses
from the Center and the College of Agriculture and Life Sciences (CALS), this memo requests
your approval of continuance.

The Report delivered by the Review Team supports the mission and direction of the Center and
shows that the Center’s activities are important and valuable, and consistent with the mission and
strategic plan of NC State. The Review identified a significant number of concerns for
consideration by the Center and College, including lack of visibility of the Center within the
College and University and a relatively weak oversight and administrative structure. The Review
Team provided a number of recommendations to strengthen the Center, including the initiation of a
strategic planning process and realignment of activities to conform to the Center’s charter. The
recommendations of the Review Team catalyzed a robust strategic planning process that has been
reviewed and approved by CALS. The College has requested continuation and recommended
detailed steps to be implemented to prepare for the Center’s next periodic review (2017).

The Office of Research, Innovation and Economic Development and the Provost recommend that
the CIPM should continue as a University Center as sanctioned by the Board of Trustees, and
request your approval of this recommendation.

MAV/mh

cc: Jeff Cheek, Associate Vice Chancellor, Research Administration
    Jonathan Horowitz, Assistant Vice Chancellor for Research Development
    Larisa Slark, Coordinator – Centers and Institutes, SPARCS
PROVOST UPDATE
March 17, 2015

MEMORANDUM

TO: Provost Warwick Arden
FROM: M. Jayne Fleener
SUBJECT: Merging and Re-naming Departments

Attached are a request for merging and re-naming the departments of Curriculum, Instruction, and Counselor Education and Elementary Education and a report and documentation of the consultation process. The appropriate documentation, as required by "Standard Operating Procedure to Change the Name of an Academic Department or to Combine Departments," is included.

Please let me know if you have any questions.

MJF:mlp

cc: Dr. Paola Sztajn
NC STATE UNIVERSITY

College of Education
602 Poe Hall
Campus Box 7801
2310 Stinson Drive
Raleigh, NC 27695-7801

March 16, 2015

919.515.3221 (phone)
919.513.1687 (fax)

REPORT AND DOCUMENTATION OF CONSULTATION PROCESS

From: Paola Sztajn,
Professor & Head
Elementary Education and Curriculum, Instruction and Counselor Education

To: Dean Fleener

CC: Associate Dean for Academic Affairs Vasu
RE: Merging and renaming departments: Consultation Process

The suggested new name for the department was discussed in the College of Education Deans and Department Heads meetings on February 10th, 2015 and the March 10th, 2015. In both discussions, there were no concerns from Deans or from Department Heads. During the March 10th meeting, Deans and Department Heads discussed that faculty resistance to changes in name can be in part attributed to the way the college is organized, with overlapping expertise across departments.

Department Head for the STEM Education and for the Leadership, Policy, Adult, and Higher Education consulted with their faculty through email.

a. On a March 6th, 2015 email, the Department Head for STEM Education indicated that 11 faculty in the department responded to her request for comments. Some faculty expressed concerns with the name, indicating they also work on Teacher Education and considered themselves Learning Scientists. These concerned faculty members suggested the new department name should be a list of areas of expertise in the new department, such as Department of Educational Psychology, Digital Learning, Language, Business, Social Studies, Elementary, Special Education. Other faculty expressed that the name STEM Education defines their department well and they should not be concerned with the new department name but rather help the new department find a way to define the eclectic group that constitutes the new department.

b. On a March 16th, 2015 email, the Department Head for LPAHE indicated there were no concerns from her faculty. She state that faculty in LPAHE considered the name clear and very nice for the group it represents. Dept Head Danowitz added her perspective that the new name nicely represented the expertise and foci of the faculty in the new department.

Associate Dean Ellen Vasu consulted with other Associate Deans for Academic Affairs on an email sent March 2, 2015. Shannon Davis from PCOM responded that there were no concerns from her college. Sam Pardue, CALS, shared concerns from Jim Flowers that the department is not the only department involved in teacher education; he clarified that although the intent of the name is not to be viewed as the exclusive teacher education department at NC State, there is the potential for confusion. On a March 5th, 2015 email, Dr. Ellen Vasu shared that the concern expressed by Dr. Flowers was the only one raised by the Associate Deans for Academic Affairs and that the group was overall very positive about the reconfiguration of the departments in the college and supportive of the new name.
February 20, 2015

MEMORANDUM

From: Paola Sztajn,  
Professor & Head  
Elementary Education and Curriculum, Instruction and Counselor Education

To: Dean Fleener

CC: Associate Dean for Academic Affairs Vasu

RE: Merging and re-naming departments

Dear Dean Fleener,

The goal of this memo is to request the approval at the College and the University levels for two processes: (1) the combining of the Department of Curriculum, Instruction and Counselor Education (CICE) with the Department of Elementary Education (ELM) and (2) the change of departments’ names to create a new Department of Teacher Education and Learning Sciences (TELS). At your request, faculty members from CICE and ELM have been working together since August, 2014 to envision a new, combined group. We are now ready to move forward with this official request. In this memo I first share the steps taken by the faculty in these two departments as the process unfolded between Fall 2014 and Spring 2015. Then I describe the proposed structure for the new department.

A. Process

In April 2014 you announced the plan for combining CICE and ELM and asked me to serve as head of the two departments, as we worked to bring them together. Since then, faculty members in CICE and ELM have met six times to discuss the creation of the new department (5/13/14; 8/22/14; 10/24/14; 12/05/14; 01/26/15; 02/06/15). Each department also continued to have separate department meetings. As the process unfolded, faculty members from Counselor Education within CICE decided to join a different department (Leadership, Policy, Adult and Higher Education—LPAHE). They deemed that department to be a better fit based on their mission and scholarship. The Departmental Voting Faculty in LPAHE accepted these faculty members through a vote on December 11, 2014. From this process, the resulting 35 full-time, tenure-track or teaching faculty members that constitute the new TELS department are:
<table>
<thead>
<tr>
<th>ASSISTANT PROFESSORS (7 tenure-track, 6 teaching)</th>
<th>ASSOCIATE PROFESSORS (14 tenure-track, 1 teaching)</th>
<th>FULL PROFESSORS (7 tenure track)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kristin Conrad</td>
<td>Candy Beal</td>
<td>Cathy Crossland</td>
</tr>
<tr>
<td>DeLeon Gray</td>
<td>Sarah Carrier</td>
<td>Doug Cullinan</td>
</tr>
<tr>
<td>Jill Grifenhagen</td>
<td>Jessica DeCuir-Gunby</td>
<td>Patricia Marshall</td>
</tr>
<tr>
<td>Teyta Rutherford</td>
<td>Deniz Eserci (cluster hire)</td>
<td>Carol Pope</td>
</tr>
<tr>
<td>Jimmy Scherrer</td>
<td>Michael Evans (cluster hire)</td>
<td>Ruie Prichard</td>
</tr>
<tr>
<td>Beth Sondel</td>
<td>John Lee (applied for Full)</td>
<td>Edward Sabornie</td>
</tr>
<tr>
<td>Temple Walkowiak</td>
<td>Meghan Manfra</td>
<td>Hiller Spires</td>
</tr>
<tr>
<td>Drinda Benge (Teaching)</td>
<td>James Minogue</td>
<td></td>
</tr>
<tr>
<td>Cheryl Caddell (Lecturer)</td>
<td>John Nietfeld (applied for Full)</td>
<td></td>
</tr>
<tr>
<td>Joanna Koch (Teaching)</td>
<td>Kevin Oliver</td>
<td></td>
</tr>
<tr>
<td>Valerie Faulkner (Teaching)</td>
<td>Susan Osborne</td>
<td></td>
</tr>
<tr>
<td>Micha Jeffries (Teaching)</td>
<td>Margareta Pop</td>
<td></td>
</tr>
<tr>
<td>Jimmy Smith (Teaching)</td>
<td>Angela Wiseman</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Carl Young</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ann Harrington (Teaching)</td>
<td></td>
</tr>
</tbody>
</table>

Note: the dept is also the home for many other courtesy appointments not listed here, EPA professionals, and teaching faculty with less than 1 FTE in the department.

Starting in January 2015, these faculty members, together with other professionals in the department, have worked to create a new mission statement and vote on a name for the new department. For the mission statement, during the December 5, 2014 meeting, the group examined the current statements for CICE, ELM, CED, and NCSU, as well as statements from various leading national institutions in our fields. We discussed some of the words that we wanted to make sure were in our mission and some that did not represent us. From this process, a new mission statement was crafted, discussed, and approved through unanimous vote on January 26, 2014. Also during the January 26 meeting, the group discussed potential departmental names and voted on two names as finalists. Following internal discussions and initial, informal consultation with colleagues in the college, the faculty voted on the new name on February 6, 2015. A process was put in place to allow all full-time faculty to vote—even those who could not attend the February meeting. The new departmental name was approved by 24 positive votes; 8 faculty members voted on a different name.

Given the process outlined above, with this memo I request that CICE and ELM be combined to form the new Department of Teacher Education and Learning Sciences, with the following mission statement:

The Department of Teacher Education and Learning Sciences advances education through scholarship, leadership, and advocacy. We prepare professionals who are committed to equity and social justice, have deep content knowledge, demonstrate strong working knowledge of effective pedagogies, and realize the potential of digital technologies to enhance learning. We shape the field of education by engaging in research that addresses current challenges, and by participating in cross-disciplinary work that deals with real problems in forward-looking ways.

B. Programs & Structure

Currently, ELM and CICE combined serve 300 undergraduate students, 75 masters students and 64 doctoral students (not including students in Counselor Education Programs). The target numbers for the
new group are to continue to serve 300 undergraduate students (entering our programs as freshman or internal and external transfers), 95 master's students, and 70 doctoral students. We are working with various groups on campus on setting and achieving our target numbers, with particular attention to the current decrease in students in teacher education programs across the state of North Carolina. Our goal is to reinvigorate our programs and aggressively recruit students to our new Department of Teacher Education and Learning Sciences.

The combination of undergraduate and graduate programs, plans and sub-plans from ELM and CI will constitute the programs in TELS. All programs in Counselor Education (Clinical and Mental Health MED, Counselor Education CTG, School Counseling MED/MS, College Counseling MED/MS, Counselor and Counseling Education PhD) will transition to LPAHE—a request for those changes will come from their group. There are three programs from CICE currently on hold or closed, which will be discontinued or transition next year: Business and Marketing Education BS (closed to new admits currently; discontinued as of January 2016); Business and Marketing Education MED/MS, DE (on hold for Fall 15); and Multicultural Studies, Urban and Rural Education (on hold for Fall 15). With these changes, the remaining active programs in TELS at this moment are:

- **UNDERGRADUATE EDUCATION**
  13ELMEDSTM Elementary Education BS: STEM
  13MISEDLAS Middle Grades Education BS: Language Arts and Social Studies

- **GRADUATE EDUCATION**
  1) Curriculum and Instruction Program (13.0301)
     13CDSMED & 13CDSMS - Curriculum and Development Supervision MED/MS
     13CIMED & 13CIMS - Curriculum and Instruction MED/MS
     Educational Psychology
     13NLGLMED & 13NLGLMS - New Literacies and Global Learning MED/MS
     English Education, DE
     Middle Grade Education Language Arts, DE
     Middle Grade Education Social Studies, DE
     Reading Education, DE
     Social Studies Education, DE
     13CIPPHD - Curriculum and Instruction PhD
  2) Digital Learning and Teaching Program (approved new name for Inst. Technology) (13.0501)
     13CITMED - 13CITMS Digital Learning and Teaching MED/MS, DE
  3) Special Education Program (13.1001)
     13SPEMED & 13SPEMS Special Education MED/MS
  4) Elementary Education Program (13.1202)
     13CELMED - 13CELMS Elementary Education, face-to-face and DE

The department also has a 12-hour, Business and Marketing Education Initial Licensure, DE program.

No program names or CIP codes will be changed at this time.

One important note here is that the PhD program in Curriculum and Instruction will be renamed as the College of Education completes the reorganization of all PhDs across all departments. When this process is complete, a separate request for this change in program name will be made as part of the larger college PhD realignment request.

Given the large size of the department and its complexity, the departmental administrative structure will include a Director of Undergraduate Programs, a Director of Graduate Programs-Master's level, and a
Director of Graduate Program-PhD level. These directors will work closely with the department head in managing TELS. The department will also continue with a full time Graduate Student Service Assistant and a .75 FTE Undergraduate Student Services Assistant, as well as with Accounting and a Human Service support personnel shared with the College of Education main offices in these areas.

I look forward to hearing from you concerning (1) the combining of the two departments and (2) the proposed name and mission statement. Please let me know how I can be of further help.

Respectfully,

[Signature]

Paola Sztajn
April 13, 2015

MEMORANDUM

TO: Provost Warwick Arden
FROM: M. Jayne Fleener
Dean

SUBJECT: Renaming Department Request

I support the attached request for renaming the department of Leadership, Policy, and Adult and Higher Education to the department of Educational Leadership, Policy, and Human Development. The appropriate documentation is included. This name change was precipitated by the relocation of Counselor Education from the department of Curriculum, Instruction, and Counselor Education to the department of Leadership Policy, and Adult and Higher Education.

Please let me know if you have any questions.

MJF:mlp

cc: Dr. Mary Ann Danowitz

Attachments
MEMORANDUM

Date: 9 April 2015

To: Jayne Fleener, Dean, College of Education

From: Mary Ann Danowitz, Department Head, Leadership, Policy and Adult and Higher Education

RE: Change of department name from Leadership, Policy, and Adult and Higher Education to Educational Leadership, Policy, and Human Development

The purpose of this memo is to request the approval at the College and University levels. This comes following a process that began in April 2014, which is highlighted in attachment A. The change was precipitated by the seven tenure track faculty members affiliated with the Counselor Education program located in the Department of Curriculum and Instruction and Counselor Education requesting a change in their tenure home department. The rationale of those faculty members is that their graduate programs fit most closely with those in the Department of Leadership, Policy and Adult and Higher Education as a result of a proposed merger of the Department of Curriculum and Instruction with the Department of Elementary Education. Appropriate procedures for the transfer of a tenure home have been followed.

The departmental name change will not affect the program, degree names and CIP codes. The Counselor Education program would transfer in its complete form (program: Counselor Education, degree names: Clinical Mental Health Counseling, College Counseling, and School Counseling and the CIP code 13.1101 from one department to another.

The departmental name is proposed to change from Leadership, Policy, Adult and Higher Education to Educational Leadership, Policy, and Human Development. The term human development is the most appropriate broad term to describe part of our department because the majority --- 54% of our 505 masters and 76% of our 166 doctoral graduates of the most recent four academic years are from programs and specializations associated with Adult Development and Community College Education, Training and Development, Counselor Education, and Higher Education and Student Development.
The proposed name has been shared within the College of Education and with Associate Deans across the University for consultation and comments. The original name proposed to the associate deans in the University was Leadership, Policy, and Human Development. As a result of comments and suggestions from DGPs in CHASS the name was revised to the requested name.

Faculty members in the Lifespan Developmental Psychology Program expressed concern around confusion between the lifespan developmental program and the proposed name. To respond to this concern I met with Dr. Douglas Gillan, Head of the Department of Psychology and Dr. Lynn Baker-Ward, Director of Graduate Programs Department of Psychology. The following is Doug Gillan's email text regarding our proposed name:

I appreciate the difficulty in coming up with a name that fits the various elements of the newly formed department, but doesn't confuse others. Our concern was with the confusion over the Human Development part of the name. I agree that "Educational" at the front of the name goes a long way to clarifying the name and reducing confusion with Lifespan Development in the Psychology Department. Despite our best efforts, a few people (colleagues in other departments that have little interest in our disciplines or prospective graduate applicants) may still be confused, but that would be true whatever name you choose. From a departmental perspective, I have no objection to the name Educational Leadership, Policy, and Human Development. Thanks for consulting with us. Please feel free to share this with anyone that you believe should be informed.

The College of Engineering had no objections to the proposed name. There were no comments from other Colleges. Comments from within the College of Education raised no objections.

On the behalf of the faculty in the department under consideration thank you for your careful of our request.

Attachment
Attachment A

Counselor Education and Leadership, Policy and Adult and Higher Education Details

The following describes the sequence of events and communication in 2014 within the Department of Leadership, Policy and Adult and Higher Education and with the Counselor Education faculty members of the Department of Curriculum Instruction and Counselor Education regarding the possible joining between the department and the program area.

April 2014
Dean Fleener met with the Department of Curriculum, Instruction and Counselor Education and the Department of Elementary Education to discuss the possible realignment of the Department of Curriculum, Instruction and Counselor Education and the Department of Elementary Education.

June and July
Dr. Danowitz met individually with Drs. Nassar-McMillan and Ting to discuss characteristics, values, structures, processes and funding of Counselor Education and the Department of Leadership, Policy and Adult and Higher Education.

September 9
At the invitation of the faculty of Counselor Education, Dr. Danowitz met with them to describe the department and program area including the emphases on graduate education and the various program areas, research and scholarship/research.

September 10
LPAHE Faculty Notes: An Internal Departmental Communication from the department head to faculty and staff.

Yesterday I met with the Counselor Education faculty at their invitation to talk with them about our department. They are in an early phase of exploring whether CICE or LPAHE would be the best departmental home for their program. They will communicate with me after they have decided whether to continue the conversation. Should they choose to do so I will be asking for wider faculty participation so that we can better get to know each other. Today at the Coordinating Council we briefly talked about how we might proceed. There was no clear direction about a desired process.

October 8
LPAHE Coordinating Council meeting - minutes
Mary Ann met with Sylvia Nassar-McMillan regarding Counselor Ed's possibility of joining us and how to proceed:

a. Would like a general sentiment from faculty that this is a good arrangement if they'd like to join us.
b. Set a date Tuesday, Oct. 28 from 1:00-2:30 to have brown bag with each of coordinator's and anyone else that wants to be apart of the conversation.
c. 8 of them will be present and we don't want to outnumber them by more than 2 to 1.
d. The thought was to have this one initial meeting and to have some folks from Counselor Ed come to a collegium meeting to talk but a decision has to be reached by the end of this semester.
e. Possibility of having (3) questions put out in advance.
   1. What are some of the values that you bring to your academic and professional work?
   2. What is a vision you have for your department?
   3. What do you think is important in this process for reciprocity?
   4. What are some of the uncertainties for collaboration?

October 21
LPAHE Faculty Notes: An Internal Departmental Communication from the department head to faculty and staff.

A Conversation with Counselor Education. On Tuesday, October 5, I met with Sylvia Nasser McMillan to discuss possible next steps to explore a possible affiliation of LPAHE and Counselor Education. At the Coordinating Council meeting on Wednesday, October 6 we discussed next steps our department and Counselor Ed might pursue for that group to decide upon their preference to remain with CICE-El Ed or to ask to join us. That means that we in LPAHE also should be getting to know more about Counselor Ed faculty members because a joining is likely to be most successful if the faculty in both the in the department and Counselor Ed. are favorably disposed to the joining. We will briefly discuss this at our Collegium meeting on October 22 and ascertain our receptivity to Counselor Education joining LPAHE at our November 12 meeting.

To better provide an opportunity for the two groups to better get to know each other—we will have a brown bag gathering on Tuesday, October 28 from 1:00 to 2:30 in 120 Poe. I invite as many of us to participate as possible so that you can make a well-informed decision about a possible joining. Patty will send you an invite this week.

October 22
LPAHE Collegium meeting – minutes

Topic: Counselor Ed Meeting
1. Oct. 28... 8-10 people and a number of our faculty have responded.
2. A process is needed so I met with Paola Sztajn and Dean Fleener.
3. Shift of faculty to different program area would involve DVF vote on each individual faculty member and if there is an affirmative vote, faculty members would then be expected to revise their SME.
4. Revision of governance procedures / RPT documents will be tabled until next semester.

October 28, 2014
Counselor Ed Meeting (Brown Bag)
Approximately 21 LPAHE and Counselor Ed faculty gathered for a meet and greet session.

November 12
Counselor Ed provides letter to request affiliation with LAPHE
See attachment A

November 13
Dr. Danowitz met with Dr. Ting

November 18
Letter to Dean Fleener from Drs. Nassar-McMillan, Sztajn, and Danowitz
See attachment B

November 19
Memo from Dean Fleener to Drs. Nassar-McMillan, Sztajn, and Danowitz
See attachment C

November 24
LPAHE Faculty Notes: An Internal Departmental Communication from the department head to faculty and staff.

Update on the Counselor Education proposal to affiliate with LPAHE—I have received new information from the Provost’s Office that since we are considering a group of faculty members changing from one department to another that we follow a variation of the SOP below rather than then change for individual faculty members. The process will likely stop at the level of the Provost rather than calling for consultation outside the College.

On November 19, Sylvia, Paola, and I gave a letter to the Dean asking to begin the process for consideration. The Dean has approved the Counselor Education’s request and the CVs will be posted on our Moodle site as soon as we receive them. Paola and I will meet with Lili next week to analyze the financials and discuss any budgetary implications. I will share that information along with other information about CE enrollments with you at our Collegium meeting scheduled for December 11 from 9:30 to 12.
December 11
LPAHE Collegium meeting.
Faculty reviewed the CVs of Stanley Baker, Edwin Gerler, Marc Grimmett, Sylvia Nassar-McMillan, José Picart, Adria Shipp, and Raymond Ting, which had been posted on the department moodle site. Following a discussion that included Counselor Education's student faculty advising, PhD time to degree, financial implications, and combining norms of two high functioning units the departmental DVF of the department voted with overwhelming agreement to transfer the location of the seven faculty members to the Department of Leadership, Policy and Adult and Higher Education. Procedures for the vote were similar to those employed for other DVF votes for RPT and in accord with University regulations.

Mary Ann Danowitz, D.Ed.
Department Head and Professor
Leadership, Policy and Adult and Higher Education