CALL TO ORDER
Stan Kelly, Chair

ROLL CALL
Stan Kelly, Chair

PUBLIC MEETING REMINDER AND READING OF STATE GOVERNMENT ETHICS ACT CONFLICT OF INTEREST STATEMENT
Stan Kelly, Chair

1. CONSENT AGENDA

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

2. REQUESTED ACTION

A. Request to Approve New Policies and Policy Revisions 7.2A
   Rationale: Requires approval to align with new regulations relating to Title IX.
   Presenters: Allison Newhart, Vice Chancellor and General Counsel
   Sheri Schwab, Vice Provost for Institutional Equity and Diversity
   a. POL 04.25.05 Non-Discrimination Policy (Revised policy)
   b. POL 04.25.XX Title IX Sexual Harassment Policy (New policy)
   c. POL 11.35.01 Code of Student Conduct (Revised policy)

B. Department of Athletics Proposed Non-Coaching Staff Bonus Structure 7.2B
   Rationale: Requires approval per Non-Salary and Deferred Compensation Policy 05.15.03.
   Presenter: Boo Corrigan, Director of Athletics

3. REPORTS

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

Denotes full Board approval required
4. CLOSED SESSION
5. RECONVENE OPEN SESSION
6. ADJOURN
CONSENT

AGENDA

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

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

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

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

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

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

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

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

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

Annual Human Resources Compliance Report (FY 2018-29)
Ms. Marie Williams reviewed NC State’s Annual Human Resources Compliance Report for Fiscal Year 2018-19. The report is a requirement under UNC Policy and includes information pertaining to non-salary compensation and salary range information for SAAO employees; conferral of tenure; institutional policies; harassment complaints and hiring activity. The report is prepared for review and approval by the Chancellor, shared with the institution’s Board of Trustees and submitted to the UNC System Office.

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

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

Closed Session
A motion was made by Dr. Prestage and seconded by Mr. Poole, at 11:28 a.m., to go into closed session to establish the amount of compensation and other material terms of an employment contract or proposed employment contract; and to consider the qualifications, competence, performance, character, fitness, conditions of appointment or conditions of initial employment of an employee or prospective employee. The motion carried.
Reconvene in Open Session
After coming out of closed session, Chair Kelly announced the meeting in open session.

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

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

Submitted by ________________________________
Secretary to the Committee

Approved by ________________________________
Chair of the Committee
Request to Establish a Master of Science Degree in Engineering Education,
in Science, Technology, Engineering and Technology Education Department
College of Education
North Carolina State University

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

Endorsed By:
Aaron Clark
Head, Department/Director of Graduate Program
5/5/20

Recommended By:
Karen Hollesbrads
Chair, College Graduate Studies Committee
5/5/20

Endorsed By:
Lee V. Stiff
College Dean
Douglas S. Reeves
5/10/2020

Recommended By:
Not Applicable
Vice Provost, DELTA (if DE degree)

Approved By:
Peter J. Harries
Dean of the Graduate School
5/20/2020

Recommended By:
Duane K. Larick
Dean’s Council
5/29/2020

Approved By:
Warwick Arden
Provost
5/29/2020

Approved By:
Chancellor
(revised August 2010)
The following approvals must be obtained prior to sending the Request to Establish a New Academic Degree Program to the UNC System Office.

Institution _ North Carolina State University  ____________________________________________________________

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

Reviewed and Approved By (Name and title only. No signature required in this section.)
Check box to indicate participation in review. (Provost is required.)

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

New Academic Program Process

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Institution</th>
<th>There is no similar program in the state of North Carolina</th>
</tr>
</thead>
</table>

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

N/A

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

N/A

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

N/A

e. Admission. List the following:

i. Admissions requirements for proposed programs (indicate minimum requirements and general requirements):
   The following are the minimum requirements, which are the same as the general requirements:
   An undergraduate GPA of 3.0 or better;
   BS in engineering, computer science, or other degree that requires a minimum of 3 semesters of calculus and 2 semesters of physics, with sufficient course work for the intended engineering discipline.
   For international students, a score of at least 18 on each section of the TOEFL test or at least 6.5
on each section of the IELTS test.

ii. Documents to be submitted for admission (listing):
Transcripts from previous universities;
Personal Statement;
Three letters of recommendation;
GRE, recommended for future doctoral students
TOEFL or IELTS scores for international students.

f. Degree requirements. List the following:

i. Total hours required. State requirements for Major, Minor, General Education, etc.
30 hours; 18 hours disciplinary engineering and 12 hours engineering education

ii. Other requirements (e.g. residence, comprehensive exams, thesis, dissertation, clinical
or field experience, “second major,” etc.).
None.

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Campus</th>
<th>Online</th>
<th>Site</th>
<th>Full-Time</th>
<th>Part-Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
<td>18</td>
<td>0</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>4</td>
<td>12</td>
<td>54</td>
<td>0</td>
<td>12</td>
<td>54</td>
</tr>
</tbody>
</table>

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

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

i. For all programs, provide a degree plan showing the sequence of courses to be taken each year.
List courses by title and number and indicate those that are required. Include an explanation of
numbering system. Indicate new courses proposed. A possible format is offered below as an
example. If your institution uses a different format that provides the required information, it
may be submitted instead.
Following is a table of expected engineering education courses. The required 18 hours of disciplinary engineering courses can be drawn from graduate level courses from any engineering department through consultation with the adviser. For the new engineering education courses, much of the content exists in education courses in the STEM Education Department and will be extracted and combined to create the new courses.

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

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

<table>
<thead>
<tr>
<th>Rank</th>
<th>Name</th>
<th>Department</th>
</tr>
</thead>
</table>

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**Request to Establish a New Academic Degree Program**

6
<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director, Women in Engineering and Outreach and Teaching</td>
<td>Dr. Laura Bottomley</td>
<td>Engineering and Education</td>
</tr>
<tr>
<td>Professor</td>
<td>Dr. Sarah Heckman</td>
<td>Computer Science Engineering</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>Dr. Matthew Cooper</td>
<td>Chemical Engineering</td>
</tr>
<tr>
<td>Professor</td>
<td>Dr. Aaron Clark</td>
<td>STEM Education</td>
</tr>
<tr>
<td>Teaching Assistant Professor</td>
<td>Dr. Tameshia Ballard Baldwin</td>
<td>Engineering and STEM Education</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>Dr. Wendy Krause</td>
<td>Textile Engineering</td>
</tr>
<tr>
<td>Alumni Distinguished Undergraduate Professor, the Director</td>
<td>Dr. Russell Gorga</td>
<td>Textile Engineering</td>
</tr>
<tr>
<td>of Undergraduate Programs and Associate Department Head</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate Professor</td>
<td>Dr. Cameron Denson</td>
<td>STEM Education</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>Dr. Tamecia Jones</td>
<td>STEM Education</td>
</tr>
<tr>
<td>Director of Undergraduate Programs and Teaching Associate</td>
<td>Dr. Kanton Reynolds</td>
<td>Industrial and Systems Engineering</td>
</tr>
<tr>
<td>Professor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

b. (For doctoral programs) List the names, ranks, and home department of each faculty member who will be directly involved in the proposed program. The official roster forms approved by SACSCOC may be submitted. Provide complete information on each faculty member’s education, teaching and research experience, research funding, publications, and experience directing student research including the number of theses and dissertations directed. Not applicable.
c. Estimate the need for new faculty for the proposed program over the first four years. If the teaching responsibilities for the proposed program will be absorbed in part or in whole by the present faculty, explain how this will be done without weakening existing programs.

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

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

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

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

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

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

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

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

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

The faculty members involved in this program have all been trained and are all experienced in the use of available technology.
d. **Security** (online and site-based distance education only). The institution authenticates and verifies the identity of students and their work to assure academic honesty/integrity. The institution assures the security of personal/private information of students enrolled in online courses.

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

**IV. Library**

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

The present library holdings are adequate for the proposed program.

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

*Not applicable.*

c. Discuss the use of other institutional libraries.

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

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

*Not applicable.*

**V. Facilities and Equipment**

a. Describe facilities available for the proposed program.

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

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

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

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

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

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

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

VI. Administration

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

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

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

i. Admission process

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

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

iii. Committee process for graduate students

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

iv. Plan for charging and distributing tuition and fees

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

v. Management of transcripts and permanent records

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

vi. Participation in graduation

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

vii. Design of diploma

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

VII. Additional Program Support

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

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

VIII. Accreditation and Licensure

a. Where appropriate, describe how all licensure or professional accreditation standards will be met, including required practica, internships, and supervised clinical experiences.
Not applicable.

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

Not applicable.

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

Not applicable.

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

Not applicable.

IX. Supporting Fields

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

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

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

No.

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

None.

XI. Budget

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

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

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

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

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

iii. Not at this time.

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

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

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

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

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

No.

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

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

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

<table>
<thead>
<tr>
<th>Program Student Learning Outcomes</th>
<th>Measurement Instrument</th>
<th>Criteria for Proficiency (score, percentage, level of performance, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the end of the program, students will be able to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify, discuss, and address critical issues facing engineering education in alignment with stakeholder needs in a global and societal context.</td>
<td>Written documents</td>
<td>100% of students completing this degree</td>
</tr>
<tr>
<td></td>
<td>Master’s Project</td>
<td>100% of students completing this degree</td>
</tr>
<tr>
<td></td>
<td>Exit Survey: Knowledge of contemporary issues; compared with entrance survey</td>
<td>90% of students with a rating at least ⅗ and show growth from entrance survey</td>
</tr>
<tr>
<td>Ability to create, teach, and assess courses and curricula</td>
<td>Course (Unit) Project and Assignments</td>
<td>100% of students</td>
</tr>
<tr>
<td></td>
<td>Microteach</td>
<td>90% of students complete a microteach with a score of 85/100 or higher</td>
</tr>
<tr>
<td>Demonstrate and apply engineering expertise by conducting experiments or completing projects that solve problems using engineering tools and techniques.</td>
<td>Course Plan: Approved Plan of Study</td>
<td>100% of students</td>
</tr>
<tr>
<td></td>
<td>Required Disciplinary Engineering Focus Area or Elective Courses</td>
<td>100% of students complete 18 Engineering Credit Hours of Grade ≥ B</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Evaluation Item</th>
<th>Year</th>
<th>Source of Data</th>
<th>Frequency</th>
<th>Scope of Review/Action Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Applications</td>
<td>1</td>
<td>Graduate School Application Portal</td>
<td>Annually</td>
<td>Results of all assessment metrics are shared annually. Approved recommendations from faculty and advisory board will be integrated into the program.</td>
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<td>Applicant GPA</td>
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<td>Annually</td>
<td>Results of all assessment metrics are shared annually.</td>
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<td>Enrollment</td>
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<td>Program Director</td>
<td>Annually</td>
<td>Results of all assessment metrics are shared annually. Approved recommendations from faculty and advisory board will be integrated into the program.</td>
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<tr>
<td>Enrollment Demographics</td>
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<td>Annually</td>
<td>Results of all assessment metrics are shared annually. Approved recommendations from faculty and advisory board will be integrated into the program.</td>
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<tr>
<td>Average Degree Completion Time</td>
<td>4</td>
<td>Program Director</td>
<td>Results of all assessment metrics are shared annually.</td>
<td></td>
</tr>
<tr>
<td>Job Placement Outcomes</td>
<td>2</td>
<td>Survey at graduation and 6 months post completion</td>
<td>Annually</td>
<td>Results of all assessment metrics are shared annually. Approved recommendations from faculty and advisory board will be integrated into the program.</td>
</tr>
</tbody>
</table>

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

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

The final approved Letter of Intent.
This proposal to establish a new program has been reviewed and approved by the appropriate campus committees and authorities.

<table>
<thead>
<tr>
<th>Position Title</th>
<th>Signature</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Chancellor</td>
<td></td>
<td>6/11/20</td>
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<tr>
<td>Chancellor (Joint Partner Campus)</td>
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<tr>
<td>Provost</td>
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## ON-CAMPUS STUDENT CREDIT-HOUR (SCH) PRODUCTION OVER FOUR YEARS*

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<th>Year</th>
<th>Full-time Credits</th>
<th>Part-time Credits</th>
<th>Total Credits</th>
<th>Total SCH Each Year</th>
<th>Category #<em>II &amp; IV</em></th>
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| Total | 648               | $539,764.56       |

* Colleges will receive 50% of INSTRUCTIONAL SALARY enrollment increase $ from Provost
$/SCH INSTRUCTIONAL Requirement based on 33% masters STEM Ed (Cat II $321.82), 67% masters COE (CAT IV $1,084.73). This represents potential new budget available for Colleges to invest.
## DE STUDENT CREDIT-HOUR (SCH) PRODUCTION OVER FOUR YEARS

**Ref.** [http://oirp.ncsu.edu/ir/fin](http://oirp.ncsu.edu/ir/fin)

<table>
<thead>
<tr>
<th>Year</th>
<th>On-Campus credits</th>
<th>SCH</th>
<th>DE credits</th>
<th>SCH</th>
<th>Total SCH each year</th>
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</table>

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

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

Calculated as the average of 33% Cat II (835.99) and 67% Cat IV (1,571.66) and benefits charged only to salary lines (i.e. did not use 11.28%).
## DE OUT-OF_STATE STUDENT TUITION GENERATED OVER FOUR YEARS

<table>
<thead>
<tr>
<th>Category #<em>II</em> &amp; IV</th>
<th>On-Campus credits</th>
<th>SCH</th>
<th>DE credits</th>
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<th>total SCH each year</th>
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**Total**: 1728 $649,823

Note: Assumes 50% in-state (fundable) and 50% out-of-state (non-fundable). College actually receive 80% of $/SCH Total Academic Requirement (Instructional Salary plus Other @ 44.89%) less 11.28% to Benefits Pool. Calculated as the average of Cat I (835.99) and III (760.98) with SCHs split 50:50 but then benefits charged only to salary lines (i.e. did not use 11.28%). For 19-20, purpose 101 was $752.11 per graduate non-fundable SCH. (Of which DELTA allocated 80%, net of benefits at 11.28%, or $533.82 to colleges per graduate non-fundable SCH.)
## Degree Name - Engineering Education - Masters

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

Ref. [http://oirp.ncsu.edu/ir/fin](http://oirp.ncsu.edu/ir/fin)

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<th>Full-Time Credits</th>
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5/28/2020
### SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

**INSTITUTION**
| NC State University |

**Program (CIP, Name Level)**

**Degree(s) to be Granted**

**Projected annual Full-Time (18 credits)**

**Projected annual part-time (12 credits)**

**Projected annual DE SCH**

**Differential tuition requested per student per academic yr**

**Projected annual differential tuition**

**Projected annual differential tuition for financial aid**

**Differential tuition remainder**

---

#### Assumptions

1. **Enrollment**
   - admissions
   - continuing
   - Student Credit Hours
   - full-time
   - part-time

2. **Student support**
   - TA ships
   - Out of state admissions

---

#### Source of Funds

**YEAR 1**

<table>
<thead>
<tr>
<th>Cost Description</th>
<th>Number</th>
<th>Proven Enrollment Increase $*</th>
<th>DELTA Enrollment Increase $**</th>
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<th>Contracts Grants</th>
<th>Other (Premium)</th>
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</table>

**TOTAL COSTS**

$ - $ - $ 64,750 $ - $ - $ 96,200 $ 160,950

---

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

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

***Negotiated with College Dean(s).

Value in G62 cannot exceed value in B12

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

---
### SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

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<td>TOTAL 3XX</td>
<td>$287,460</td>
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**Notes:**
- **2.5XX Operating**
- **6XX Graduate Student Support Plan (GSSP)**

### Assumptions

1. Enrollment admissions continuing Student Credit Hours
   - full-time 6 6 180
   - part-time 12 12 432
   - TOTAL new SCH 612
   - Enrollment increase funds Purpose 101 $599,431

2. Student support totals
   - TA ships 0 0 0
   - Out of state admissions 0 0 0

### Cost Description

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<td>$287,460</td>
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*Assumptions*

**1. Enrollment admissions continuing Student Credit Hours**
- **612**

**2. Assumptions**
- Differential tuition requested per student per academic yr: $0
- Projected annual differential tuition: $0
- Projected annual differential tuition for financial aid: $0
- Projected annual differential tuition: $0

**Notes:**
- **Available Budget**
- **Delta Enrollment Increase**
- **Non-Fundable DE Tuition**
- **Contracts & Grants**
- **Other (Premium)**
- **Additional Funding Needed***
- **Total**
- **Total New This Year**

**Footnotes:**
- **Assumptions**
- **50% of INSTRUCTIONAL SALARY**
- **Value in G62 cannot exceed value in B12**
- **Delta Enrollment Increase funds from Year 1 from DELTA**
- **20% of Total Academic Requirement enrollment increase funding from Year 1 from DELTA**
- **Negotiated with College Dean(s)**

**Value in G52 cannot exceed value in B12**

**Year 2: COE program enhancement fee (PEF) should be 34 * $1050 + 14 * $456.12 = $57,386 for the two colleges. The PEF cannot be used for instruction covered by tuition. Therefore, it has not been included in these budget calculations.**

**Source of Funds**

<table>
<thead>
<tr>
<th>Source of Funds</th>
<th>YEAR 2</th>
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<tr>
<td>AVAILABLE BUDGET</td>
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**Notes:**
- **Available Budget**
- **Delta Enrollment Increase**
- **Non-Fundable DE Tuition**
- **Contracts & Grants**
- **Other (Premium)**
- **Additional Funding Needed***
- **Total**
- **Total New This Year**

**Footnotes:**
- **Delta Enrollment Increase funds from Year 1 from DELTA**
- **20% of Total Academic Requirement enrollment increase funding from Year 1 from DELTA**
- **Negotiated with College Dean(s)**

**Value in G52 cannot exceed value in B12**

**Year 2: COE program enhancement fee (PEF) should be 34 * $1050 + 14 * $456.12 = $57,386 for the two colleges. The PEF cannot be used for instruction covered by tuition. Therefore, it has not been included in these budget calculations.**
### SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

**INSTITUTION**  
NC State University  

**Program (CIP, Name Level)**  

**Degree(s) to be Granted**  

**Projected annual Full-Time (18 credits)**  
12  

**Projected annual part-time (12 credits)**  
54  

**Projected DE SCH**  
540  

**Tuition Remission @ 25% of TR**  

**Tuition Remission matching**  

**In-State Tuition @ (diff)**  

**Projected annual differential tuition for financial aid**  

**Projected annual differential tuition for student per academic yr**  

**Rate**  

**Program Year**  
Year 3 (201X-201X)  

**Date**  
12-Aug-19  

---

#### Assumptions

1. **Enrollment admissions continuing Student Credit Hours**  
   - Full-time  
   - Part-time  
   - **TOTAL new SCH**  
   - **Enrollment increase funds Purpose 101**  
     - $711,805  
   - **Year 3: COE program enhancement fee (PEF)**  
     - $82,288  
     - **Value in G63 cannot exceed value in B12**  
     - **80% of Total Academic Requirement enrollment increase funding from year 2 from DELTA**  
     - **50% of INSTRUCTIONAL SALARY enrollment increase funding from Yr 2 distributed to Colleges. Colleges must commit these funds to the program.**  
     - **TOTAL COSTS**  

2. **Student support totals**  
   - TA ships  
   - Out of state admissions  

---

#### Source of Funds

**YEAR 3**  

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<th>Other (Premium)</th>
<th>Additional Funding Needed***</th>
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<th>Total New This Year</th>
</tr>
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<td>$ -</td>
<td>$ 50,000</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ 50,000</td>
<td>$ -</td>
</tr>
</tbody>
</table>

| **13XX EPA salaries** |        |                 |                             |                         |                  |                |                             |       |                   |
| Full Professor - Director | 1,000  | $ 10,000        | $ 66,000                    | $ 23,220                | $ -              | $ -            | $ -                         | $ 27,000 | $ 150,000         |
| Associate Professor | 0,000  | $ -            | $ -                        | $ -                     | $ -              | $ -            | $ -                         | $ -     | -                 |
| Assistant Professor 1 | 0,000  | $ -            | $ -                        | $ -                     | $ -              | $ -            | $ -                         | $ -     | -                 |
| Assistant Professor 2 | 0,000  | $ -            | $ -                        | $ -                     | $ -              | $ -            | $ -                         | $ -     | -                 |
| Assistant Professor 3 | 0,000  | $ -            | $ -                        | $ -                     | $ -              | $ -            | $ -                         | $ -     | -                 |
| Graduate Student Assistants @ $22K | 3,000  | $ 3,000        | $ 66,000                    | $ -                     | $ -              | $ -            | $ -                         | $ 66,000 | $ 66,000          |
| **TOTAL 13XX** | 5,000  | $ 68,000        | $ 130,000                   | $ 86,000                | $ -              | $ -            | $ -                         | $ 27,000 | $ 311,000         |

| **18XX Fringes** |        |                 |                             |                         |                  |                |                             |       |                   |
| Faculty/Staff @ 27% | $ 6,270 | $ 48,600        | $ 23,220                    | $ -                     | $ -              | $ -            | $ -                         | $ 7,290 | $ 79,110          |
| Graduate Student Assistants @ 9.5% | $ 6,270 | $ 48,600        | $ 23,220                    | $ -                     | $ -              | $ -            | $ -                         | $ 7,290 | $ 85,380          |
| **TOTAL 18XX** | $ 6,270 | $ 48,600        | $ 23,220                    | $ -                     | $ -              | $ -            | $ -                         | $ 7,290 | $ 85,380          |

| **2-5XXX Operating** |        |                 |                             |                         |                  |                |                             |       |                   |
| Copying/Postage/Office Supplies | $ - | $ -            | $ 2,000                     | $ -                     | $ -              | $ -            | $ -                         | $ -     | -                 |
| Travel | $ - | $ -            | $ 2,000                     | $ -                     | $ -              | $ -            | $ -                         | $ -     | -                 |
| Equipment | $ - | $ -            | $ 9,000                     | $ -                     | $ -              | $ -            | $ -                         | $ -     | -                 |
| Marketing | $ - | $ -            | $ 20,000                    | $ -                     | $ -              | $ -            | $ -                         | $ -     | -                 |
| **TOTAL 2-5XX** | $ - | $ -            | $ 53,000                    | $ -                     | $ -              | $ -            | $ -                         | $ -     | -                 |

| **6XX Graduate Student Support Plan (GSSP)** |        |                 |                             |                         |                  |                |                             |       |                   |
| RATA Health Insurance | $ - | $ -            | $ -                        | $ -                     | $ -              | $ -            | $ -                         | $ -     | -                 |
| In-State Tuition | $ - | $ -            | $ -                        | $ -                     | $ -              | $ -            | $ -                         | $ -     | -                 |
| Tuition Remission | $ - | $ -            | $ -                        | $ -                     | $ -              | $ -            | $ -                         | $ -     | -                 |
| Tuition Remission Matching @ 25% | $ - | $ -            | $ -                        | $ -                     | $ -              | $ -            | $ -                         | $ -     | -                 |
| **TOTAL 6XX** | $ - | $ -            | $ -                        | $ -                     | $ -              | $ -            | $ -                         | $ -     | -                 |

**TOTAL COSTS**  
$ 74,270  

$ 228,600  

$ 162,220  

$ -  

$ 34,290  

$ 499,380  

---

**Notes:**  
*50% of INSTRUCTIONAL SALARY enrollment increase funding from Yr 2 distributed to Colleges. Colleges must commit these funds to the program.  
** 80% of Total Academic Requirement enrollment increase funding from year 2 from DELTA  
***Negotiated with College Dean(s)  
Value in G63 cannot exceed value in B12  
Year 3: COE program enhancement fee (PEF) should be 43 * $1500 + 39 * $456.12 = $82,288 for the two colleges. The PEF $ cannot be used for instruction covered by tuition. Therefore, it has not been included in these budget calculations.**

---

**Assumptions**  

<table>
<thead>
<tr>
<th>Source of Funds</th>
<th>Rate</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
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<td>$2,504</td>
<td><a href="https://studentservices.ncsu.edu/your-money/tuition-and-fees/graduate-students/">https://studentservices.ncsu.edu/your-money/tuition-and-fees/graduate-students/</a></td>
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<tr>
<td>In-State Tuition</td>
<td>$9,095</td>
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<td>$17,326</td>
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<td>Tuition Remission Matching @ 25% of TR</td>
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---
### SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM

**INSTITUTION:** NC State University  
**Date:** 12-Aug-19

**Program (CIP, Name Level)**

<table>
<thead>
<tr>
<th>Degree(s) to be Granted</th>
<th>Program Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Year 4 (201X-201X)</td>
</tr>
</tbody>
</table>

**Projected annual Full-Time (18 credits):** 12

**Projected annual part-time (12 credits):** 54

**Projected annual DE SCH:** 540

**Differential tuition requested per student per academic yr:** $0

**Projected annual differential tuition:** $0

**Projected annual differential tuition for financial aid:** $0

**Differential tuition remainder:** $0

### Assumptions

1. **Enrollment admissions continuing:**
   - **Full-time:** 6 0 180
   - **Part-time:** 18 54 540
   - **TOTAL new SCH:** 720

2. **Student support total**
   - **TA ships:** 0 0 0
   - **Out of state admissions:** 0 0 0

### Source of Funds

<table>
<thead>
<tr>
<th>Cost Description</th>
<th>Provo</th>
<th>DELTA</th>
<th>Non-Fundable</th>
<th>Contracts &amp; Grants</th>
<th>Other (Premium Tuition)</th>
<th>Additional Funding Needed***</th>
<th>Total</th>
<th>Total New This Year</th>
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</thead>
<tbody>
<tr>
<td><strong>AVAILABLE BUDGET</strong></td>
<td>$ 74,967</td>
<td>$ 287,040</td>
<td>$ 162,456</td>
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<td>-</td>
<td>$ 524,463</td>
<td>$ 57,408</td>
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<tr>
<td>12XX SPA salary</td>
<td>1,000</td>
<td>$ 150,000</td>
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<td>-</td>
<td>$ 150,000</td>
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<tr>
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<td>-</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>$ 50,000</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>13XX EPA salaries</td>
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<td>-</td>
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<td>$ 150,000</td>
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<tr>
<td>Full Professor</td>
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<td>-</td>
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<tr>
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<td>$ 95,000</td>
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<tr>
<td>Graduate Student Assistants @ $22K</td>
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<td>-</td>
<td>-</td>
<td>$ 66,000</td>
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<tr>
<td><strong>TOTAL 13XX</strong></td>
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<td>$ 236,000</td>
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<tr>
<td>18XX Fringes</td>
<td>$ 45,900</td>
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<td>-</td>
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<td>$ 70,200</td>
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<tr>
<td>Faculty/Staff @ 27%</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Graduate Student Assistants @ 9.5%</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>$ 6,270</td>
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<tr>
<td><strong>TOTAL 18XX</strong></td>
<td>$ 52,170</td>
<td>$ 24,300</td>
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<td>$ 76,470</td>
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<tr>
<td>2-5XXX Operating</td>
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<td>-</td>
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<td>-</td>
<td>-</td>
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<tr>
<td>Copying/Postage/Office Supplies</td>
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<td>-</td>
<td>-</td>
<td>$ 2,000</td>
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<tr>
<td>Travel</td>
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<tr>
<td>Equipment</td>
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<td>Marketing</td>
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<td><strong>TOTAL 2-5XXX</strong></td>
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<td>$ 48,000</td>
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<td>6XX Graduate Student Support Plan (GSSP)</td>
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<td>RA/TA Health Insurance</td>
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<tr>
<td>In-State Tuition</td>
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<td>-</td>
<td></td>
</tr>
<tr>
<td>Tuition Remission</td>
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<tr>
<td>Tuition Remission Matching @ 25%</td>
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<td>-</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL 6XX</strong></td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td><strong>TOTAL COSTS</strong></td>
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<td>$ 288,170</td>
<td>$ 162,320</td>
<td>-</td>
<td>-</td>
<td>$ 550,790</td>
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</tbody>
</table>

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

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

***Negotiated with College Dean(s) Value in G64 cannot exceed value in B12

**Year 4: COE program enhancement fee (PEF) should be $501,500 + $51,256.12 = $502,756.12 for the two colleges. The PEF cannot be used for instruction covered by tuition. Therefore, it has not been included in these budget calculations.
# Degree Name - Engineering Education - Masters

## Summary of Costs

### SUMMARY OF TOTAL COSTS EACH YEAR

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

### SUMMARY OF NEW COSTS EACH YEAR

<table>
<thead>
<tr>
<th>Period</th>
<th>Source of Funds</th>
<th>Provost Enrollment Increase $*</th>
<th>DELTA Enrollment Increase $**</th>
<th>Non-Fundable DE Tuition</th>
<th>Contracts &amp; Grants</th>
<th>Other (Premium Tuition)</th>
<th>Additional Funding Needed***</th>
<th>Total New Each Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td>$</td>
<td>-</td>
<td>$64,750</td>
<td>-</td>
<td>-</td>
<td>$96,200</td>
<td>$160,950</td>
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<tr>
<td>Year 2</td>
<td></td>
<td>$44,000</td>
<td>$114,300</td>
<td>$129,160</td>
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<td>-</td>
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<td>$126,510</td>
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<td>Year 3</td>
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<td><strong>Grand Total</strong></td>
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<td>$162,300</td>
<td>-</td>
<td>-</td>
<td>$25,400</td>
<td>$550,870</td>
</tr>
</tbody>
</table>

### PERMANENT FUNDS REQUESTED AT STEADY STATE (Yr 4)

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

**TOTAL $525,470**

### SUMMARY OF TOTAL PURPOSE 101 FUNDS AVAILABLE

<table>
<thead>
<tr>
<th>Period</th>
<th>Source of Funds</th>
<th>Provost Enrollment Increase $*</th>
<th>DELTA Enrollment Increase $**</th>
<th>Non-Fundable DE Tuition</th>
<th>Premium Tuition Generated</th>
<th>Total New Each Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
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<td>0</td>
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<td>$81,228</td>
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<td>$89,961</td>
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<td>$186,335</td>
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**Grad Program Gain (Loss) Yr 4**

$186,335
## Table 1: Estimated Annual Budget for the Program

<table>
<thead>
<tr>
<th></th>
<th>year 1</th>
<th>year 2</th>
<th>year 3</th>
<th>year 4</th>
<th>Percentage / Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Costs (Total costs to deliver the program)</strong></td>
<td>$160,950</td>
<td>$287,460</td>
<td>$499,380</td>
<td>$550,870</td>
<td>96% 1) typical range 40% to 60% by YR 4</td>
</tr>
<tr>
<td><strong>Library Costs (estimated @ 11.485% of purpose 101 funds)</strong></td>
<td>$36,144</td>
<td>$68,845</td>
<td>$81,751</td>
<td>$81,751</td>
<td></td>
</tr>
<tr>
<td><strong>General Institutional Support (estimated @ 54.050% of purpose 101 funds)</strong></td>
<td>$170,100</td>
<td>$323,990</td>
<td>$384,730</td>
<td>$384,730</td>
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<tr>
<td><strong>DELTA specific instructional support (estimated @ 20% of DE purpose 101 funds)</strong></td>
<td>$28,704</td>
<td>$57,408</td>
<td>$71,760</td>
<td>$71,760</td>
<td>2) can not exceed 80% for DE only programs</td>
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<tr>
<td><strong>Provost Office Strategic Investment Funds (estimated @ 50% of On-Campus Instructional Salary)</strong></td>
<td>$0</td>
<td>$44,980</td>
<td>$74,967</td>
<td>$74,967</td>
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<tr>
<td><strong>ESTIMATED ANNUAL TOTAL COST</strong></td>
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<td>$737,700</td>
<td>$1,037,621</td>
<td>$1,089,111</td>
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</table>

## Table 2: Projected Annual Requirements ($ Generated)

<table>
<thead>
<tr>
<th></th>
<th>year 1</th>
<th>year 2</th>
<th>year 3</th>
<th>year 4</th>
<th>Difference (State Appropriation + Premium Tuition - Academic cost) / Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of Master's SCH generated</strong></td>
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<td>612</td>
<td>720</td>
<td>720</td>
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</tr>
<tr>
<td><strong>State Appropriations Estimate to Campus Library (11.485% of purpose 101 funds)</strong></td>
<td>0</td>
<td>$36,144</td>
<td>$68,845</td>
<td>$81,751</td>
<td></td>
</tr>
<tr>
<td><strong>State Appropriations Estimate to Campus Institutional Support (54.050% of purpose 101 funds)</strong></td>
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<td>$170,100</td>
<td>$323,990</td>
<td>$384,730</td>
<td>-$122,692 1) must be + by YR 4</td>
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<tr>
<td><strong>Total Academic Requirements Generated</strong></td>
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<td>$488,670</td>
<td>$574,906</td>
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<tr>
<td><strong>Estimated Premium Tuition</strong></td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
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<tr>
<td><strong>ESTIMATED TOTAL ANNUAL FUNDING AVAILABLE</strong></td>
<td>$0</td>
<td>$464,952</td>
<td>$881,507</td>
<td>$1,041,387</td>
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</tr>
</tbody>
</table>

*Calculated as the average of 33% Cat II (835.99) and 67% Cat IV (1,571.66).*
Budget Guidelines for New Distance Education Graduate Programs (2014-)

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

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

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

Hide sections in yellow before pasting into Appendix C and G

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

See comments associated with individual cells in worksheets

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

**SCH Production over four years worksheet**

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

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

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

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

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

- number of full time students each year (only include NEW students not students who are moving from an existing program)
- typical credit hours per year for full time students (18 credit hours for graduate programs)
- number of part time students each year (only include NEW students not students who are moving from an existing program)
- typical credit hours per year for part time students (9 credit hours for graduate programs)

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

First – year represents new students

Second, third, fourth-year represents continuing students

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

Assume no attrition from the program

**Year 1 Budget worksheet.**

Assumption 1: Enrollment is automatically calculated from SCH worksheet.

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

SPA Salary: List position title, not personnel names

EPA Salaries: List position title, not personnel names


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

GSSP: Rates based on Cashier’s office. [http://www.fis.ncsu.edu/cashier/grad/tuition/gradtuition.asp](http://www.fis.ncsu.edu/cashier/grad/tuition/gradtuition.asp)

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

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

Reallocation from College: indicate expenses to be covered by college

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

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

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

Add columns to the spreadsheet as needed.

**Years 2, 3, and 4 worksheets**

Assume no inflation.

**Summary worksheet**

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

**UNC-GA Summary Worksheet**

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

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

Campus Initiated Tuition is not calculated. This would need to be added for approved program.
Conferral of Academic Tenure:

The information regarding conferral of academic tenure is included in the Closed Session Materials - Tab 7.4A.
REQUESTED ACTION ITEMS
PROPOSED REVISION TO: POL 04.25.05 -- Equal Opportunity, Non-Discrimination, and Affirmative Action Policy

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

Consultation Process (provide date of review):

6/5/2020 VP for Institutional Equity and Diversity authorizes transmittal of PRR for review
6/5/2020 General Counsel review
6/5/2020 Executive Officer with delegated authority approves the PRR
6/9/2020 Cabinet review and approval
7/15/2020 Board of Trustees (approval/notification), if applicable (PRR Administrator will complete)
8/13/2020 University Council (notification), if applicable (PRR Administrator will complete)


Related Policies:
NCSU POL05.25.01 – Faculty Grievance and Non-Reappointment Review Policy
NCSU POL05.25.03 — Review and Appeal Processes for EHRA Non-Faculty Employees
NCSU POL11.35.01 – Code of Student Conduct
NCSU REG11.35.02 — Student Discipline Procedures
NCSU REG11.40.02 – Grievance Procedure for Graduate Students
NCSU REG11.40.01 – Grievance Procedure for Undergraduate Students
NCSU REG04.25.06 — Discrimination
and Harassment Prevention and Response Training

REG 11.35.04 – Written Student Complaints
NCSU REG04.25.02 – Discrimination, Harassment and Retaliation Complaint Procedure
UNC System SHRA Employee Grievance Policy
NCSU REG02.20.01 – Academic Accommodations for Students with Disabilities
NCSU REG05.00.02 – Reasonable Accommodations in Employment
NCSU REG05.25.06 – EHRA Non-Faculty Employee Reviews and Appeals
NCSU REG04.25.06 – Equal Opportunity, Title IX and Non-Discrimination Training for Employees

Additional References:
Title IX Website
Chancellor’s Memo – Title IX and Non-Discrimination
Chancellor’s Memo – Equal Opportunity and Non-Discrimination
Complaint Form for Discrimination, Harassment, and Retaliation

1. INTRODUCTION

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

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

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

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

1.2 NC State hereby affirms these values along with a commitment to creating inclusive working and educational environments free from all forms of prohibited conduct and outlines general provisions the university will follow with respect to handling allegations of Discrimination, Harassment, and Retaliations. Specific procedures relating to 4.4-Discrimination, Harassment, and Retaliation are not only unlawful, they are incompatible with the principles of NC State. complaint processes are contained in companion regulations.
2. POLICY STATEMENT

NC State provides equal opportunity and affirmative action efforts, and prohibits Discrimination, Harassment and Retaliation based upon a person’s race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability, gender identity, genetic information, sexual orientation, or veteran status (individually and collectively, and Harassment based upon the following, which is considered by NC State to be a “Protected Status”) or participation in a Protected Activity:

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

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

3. SCOPE/COVERAGE

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

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

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1 This policy is established in accordance with 41 CFR Part 60 and is implemented in accordance with applicable laws and their amendments, including but not limited to, Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Executive Order 11246, the Age Discrimination in Employment Act of 1975, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Vietnam Era Veterans’ Readjustment Assistance Act of 1974, the Civil Rights Restoration Act of 1988, North Carolina General Statutes Chapters 116 and 126.
are members of the University community, whether there is a nexus with the University, and other factors relevant to the impact of the allegations on the University community, or retaliation.

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

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

4. DEFINITIONS

For purposes of this policy, the following definitions apply:

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

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

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

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

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

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

Sexual Harassment is defined in section 4.6 below.
4.3 **Protected Activity** includes filing a complaint that alleges a violation of this policy, participating as a witness or party in an investigation, proceeding, or hearing involving an alleged violation of this policy; or requesting a reasonable accommodation based on disability or religion.

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

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

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

5. **COMPLAINTS**

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

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

6. **RESPONSE TO ALLEGATIONS OF DISCRIMINATION, HARASSMENT AND RETALIATION**

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

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

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

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

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

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

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

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

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

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

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

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

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

3. DEFINITIONS

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

(a) “Actual Knowledge” means notice of allegations of Title IX Sexual Harassment, or Retaliation to NC State’s Title IX Coordinator or one of NC State’s Title IX Designated Officials.

(b) “Complainant” means a person to whom the alleged Title IX Sexual Harassment was directed. At the time of filing a Formal Complaint, a Complainant must be participating in, or attempting to participate in, an NC State Education Program or Activity.

(c) “Education Program or Activity” includes locations, events, or circumstances over which NC State exercises substantial control over both the Respondent and the context in which the Title IX Sexual Harassment occurs (including employment), and also includes any building owned or controlled by a student organization that is officially recognized by NC State.

(d) “Formal Complaint” means a document filed by a Complainant or signed by the Title IX Coordinator alleging Title IX Sexual Harassment against a Respondent and requesting that the university investigate the allegation of Title IX Sexual Harassment.

(e) “NC State’s Title IX Designated Officials” are personnel authorized by NC State to receive notice of Title IX Sexual Harassment and Retaliation and to institute corrective measures.

(f) “Report” is a disclosure of information by any person to the Title IX Coordinator or an NC State Title IX Designated Official that includes allegations that may be covered by this policy.
(g) **Respondent** means a person who has been reported to have engaged in conduct that could constitute Title IX Sexual Harassment.

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

(i) **Title IX Sexual Harassment** for purposes of Title IX and this policy means conduct on the basis of sex that satisfies one or more of the following:

1. A university employee conditioning the provision of an aid, benefit, or service on another employee’s or student’s participation in unwelcome sexual conduct (“quid pro quo” harassment by an employee);

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to an Education Program or Activity at NC State; or


   (A) Sexual assault means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation including:

   (i) Rape, defined as the carnal knowledge of a person, without the consent of the person, including instances where the person is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity;

   (ii) Sodomy is oral or anal sexual intercourse with another person, without the consent of the person, including instances where the person is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity;

   (iii) Sexual Assault With An Object, defined as the use of an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the person, including instances where the person is incapable of
giving consent because of his/her youth or because of age or because of temporary or permanent mental or physical incapacity;

(iv) Fondling, defined as the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the person, including instances where the victim is incapable of giving consent because of his/her youth or because of age or because of temporary or permanent mental or physical incapacity;

(v) Incest, defined as nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law;

(vi) Statutory Rape, defined as nonforcible sexual intercourse with a person who is under the statutory age of consent.

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

(i) who is or has been in a social relationship of a romantic or intimate nature with the victim; and

(ii) where the existence of such a relationship shall be determined based on the consideration of the following factors:

a) The length of the relationship;

b) The type of relationship;

c) The frequency of interaction between the persons involved in the relationship;

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

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

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

(ii) suffer substantial emotional distress.

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

3. PROHIBITED CONDUCT

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

NC State also prohibits Retaliation under this policy.

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

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

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

5. RESPONSE TO ALLEGATIONS OF TITLE IX SEXUAL HARASSMENT

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

(a) promptly contact the Complainant to discuss the availability of supportive measures, consider the Complainant’s wishes with respect to supportive measures, and explain the Title IX complaint resolution process, including the option for filing a Formal Complaint; and
(b) treat Complainants and Respondents equitably with respect to supportive measures.

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

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

6. RELATIONSHIP TO OTHER LAWS AND POLICIES

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

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

6.3 Nothing in this policy may be read in derogation of any person’s rights under Title VII of the Civil Rights Act of 1964, 42 U.S.C. § 2000e et seq or any regulations promulgated thereunder.
PROPOSED REVISION TO: POL 11.35.01 – Code of Student Conduct

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

**Consultation Process (provide date of review):**

- **6/5/2020** Interim Dean, Division of Academic and Student Affairs authorizes transmittal of PRR for review
- **6/5/2020** General Counsel review
- **6/5/2020** Executive Officer with delegated authority approves the PRR
- **6/9/2020** Cabinet meeting review and approval
- **8/13/2020** University Council (notification), if applicable *(PRR Administrator will complete)*
- **7/15/2020** Board of Trustees (approval/notification), if applicable *(PRR Administrator will complete)*

**Authority**

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**Title**

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**Classification**

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**PRR Subject**

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**Contact Info**

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

**Related Policies:**

- [UNC Policy Manual 500.2 – Patent and Copyright Policies](#)
- [UNC Policy Manual 700.4.1 - Minimum Substantive and Procedural Standards for Student Disciplinary Proceedings](#)
- [UNC Policy Manual 700.4.2 - Policy on Student Conduct](#)
- [UNC Policy Manual 1300.1 – Illegal Drugs](#)
- [NCSU POL04.20.05 - Illegal Drugs](#)
- [NCSU POL04.25.05 - Equal Opportunity and Non-Discrimination and Affirmative Action](#)
1. INTRODUCTION

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

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

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

2. DEFINITIONS

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

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

4. DEFINITION OF MISCONDUCT

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

5. SCOPE

5.1 Locations Covered

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

5.2 Persons Covered

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

5.3 Violations of Law and Disciplinary Action

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

5.4 Student Groups or Organizations

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

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

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

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

5.5 Additional Standards

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

5.6 Howl for Help: Health and Safety Intervention

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

6. STANDARDS OF CLASSROOM BEHAVIOR

The primary responsibility for managing the classroom environment, whether in-person or online, rests with the faculty. Students who engage in any unlawful acts or behaviors which result in disruption of a class, may be directed by the faculty member or University Police to leave the class
for the remainder of the class period. If a disruptive student refuses to leave when the faculty member tells him or her to do so, the faculty member should leave the classroom and call University Police to remove the student. This provision regarding classroom behavior is not to be used to punish students with differing academic interpretations of course content or viewpoint, but to address behavior that is disruptive within the educational environment, including impact to other students.

7. REPORTS OF MISCONDUCT

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

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

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

8. ACADEMIC MISCONDUCT

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

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

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

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

(a) Giving unauthorized assistance to another or others during a test or evaluation;

(b) Posing as another student in order to meet a course or graduation requirement;

(c) Providing specific information about a recently given test, examination, or assignment to a student who thereby gains an unfair advantage in an academic evaluation;

(d) Providing aid to another person, knowing such aid is expressly prohibited by the faculty member, in the research, preparation, creation, writing, performing, or publication of work to be submitted for academic evaluation;

(e) Permitting one’s academic work to be represented as the work of another; or

(f) Sharing or distributing academic materials, including class notes, in violation of the UNC Policy Manual 500.2 – Patent and Copyright Policies or NCSU REG01.25.02 – Copyright Infringement – Policy Statement.

8.2 Cheating

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

(a) Copying from someone else’s assignment, examination, or other academic exercise;

(b) Possessing, buying, selling, removing, receiving, or using, at any time or in any manner not prescribed by the faculty member, any information related to an instrument of academic evaluation;

(c) Using materials, equipment, or assistance in connection with an assignment, examination, or other academic exercise which have not been authorized by the faculty member, including but not limited to, notes, calculator, or other technology;

(d) Obtaining or attempting to obtain, in a dishonest manner, any material relating to a student’s academic work;

(e) Working with another or others in completing an assignment, examination, or other academic exercise when the faculty member has required independent and unaided action;
(f) Attempting to influence or change an academic evaluation, grade, or record by unfair means;

(g) Permitting another individual to substitute for one’s self in an academic evaluation;

(h) Marking or submitting an examination or evaluation material in a manner designed to deceive the grading system;

(i) Failing to comply with a specific condition of academic integrity which has been clearly announced in a particular course;

(j) Submitting, without prior permission of the faculty member, any work by a student which has at any time been submitted in identical or similar form by that student in fulfillment of any other academic requirement at any institution;

(k) Submitting of material in whole or part for academic evaluation that has been prepared by another individual(s);

(l) Submitting data which have been altered or contrived in such a way as to be deliberately misleading; or

(m) Providing false information to the University in any manner to achieve an unfair advantage, enhance one’s record, or complete a requirement.

8.3 Destruction or Removal of Academic Materials

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

(a) Removing or attempting to remove, destroy, steal, or make inaccessible library or other academic material without authorization; or

(b) Willfully damaging the academic work or efforts of another.

8.4 Plagiarism

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

(a) Representing the work of others as his or her own; or
(b) Submitting written materials without proper attribution or acknowledgment of the source.

9. SANCTIONS FOR ACADEMIC MISCONDUCT

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

(a) Define a student or organization’s status at the university following a finding of responsible for a violation;

(b) Serve as a clear statement about University standards and expectations;

(c) Educate students on the effects of their behavior; and

(d) Attempt to affect a change in that behavior in the future.

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

9.1 Academic Integrity Probation

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

9.2 Reduction in Grade

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

9.3 No Credit

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

9.4 Educational Exercises

Participation in an educational exercise regarding academic integrity.

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

9.6 Expulsion

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

9.7 Additional Sanctions

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

10. NON-ACADEMIC MISCONDUCT

Behavior that is subject to disciplinary action under the Code includes alleged violations of federal, state or local law that threaten the safety or well-being of the campus community, any act that constitutes violent behavior as defined in NCSU REG04.05.02 – Campus/Workplace Violence Prevention and Management, and any other behavior that adversely affects the University or its educational programs or mission. Attempts to commit acts prohibited by the Code may also be
addressed through the conduct process. All members of the university community, students, faculty and other employees, have the responsibility to report non-Academic Misconduct.

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

10.1 Alcohol Violations

(a) Possession and/or consumption of alcoholic beverages by a person under the age of 21;

(b) Possession or consumption of any alcohol beverage inside any University Athletic facility except on such occasions as designated by the Chancellor;

(c) Aiding and abetting the possession and/or consumption of alcoholic beverages by a person who is under the age of 21;

(d) Consumption of any alcoholic beverages where it is not legally permissible to do so, regardless of age;

(e) Any other violations of NCSU POL 04.20.02 – Alcohol Policy; or

(f) Conduct that could form the basis of any charge relating to a violation of North Carolina laws regarding the purchase, possession, manufacture, and consumption of alcoholic beverages or driving while under the influence.

10.2 Computer and Network Abuse

(a) Theft or misuse of University Information Technology Resources (IT) or State Property, including violations of NCSU REG08.00.02 – Computer Use Regulation;

(b) Violation of NCSU REG01.25.02 – Copyright Infringement – Policy Statement;

(c) Unauthorized entry into or transfer of an electronic file;

(d) Use of another person’s computing identification and/or password without authorization or permission;

(e) Use of University IT Resources to interfere with the work of another student, faculty member, or other NC State employee;

(f) Use of University IT Resources to send obscene or harassing messages; or

(g) Use of University IT Resources to interfere with normal operations of the NC State computing system.

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

(a) Starting or attempting to start a fire or failing to exit a building when a fire alarm is sounded;

(b) Tampering with or misusing fire and/or other life safety equipment, including fire alarms, closed circuit televisions, or elevators;

(c) Failing to comply with campus traffic laws while on a pedestrian conveyance (bicycle, skateboard, scooter, etc.); or

(d) Throwing objects from an elevated position in the direction of persons below.

10.4 Damage to Property

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

10.5 Disorderly Conduct

(a) Engaging in conduct that disrupts class including, but not limited to, the use of cell phones or other electronic devices for voice or text communication, unless permitted by the faculty member;

(b) Conduct that disrupts, interrupts or attempts to force the cancellation of any University-Sponsored Activity or authorized non-University activity, including educational activities, meetings, ceremonies, scheduled events, essential University processes, and authorized solicitation activities;

(c) Obstruction that unreasonably interferes with freedom of movement or safe passage, either pedestrian or vehicular, on University Premises;

(d) Conduct that is lewd or indecent; or

(e) Any unauthorized use of electronic or other devices to make an audio or video record of any person without his/her prior knowledge, or without his/her consent when such a recording is likely to cause injury or distress.

10.6 Disruption of the Student Conduct Process

(a) Attempting to discourage an individual’s proper participation in, or use of, the conduct system;

(b) Attempting to influence the impartiality of the Hearing Officer, conduct board member, or appeal administrator;

(c) Harassment and/or intimidation of a Hearing Officer, conduct board member, or appeal administrator prior to, during, and/or after a student conduct proceeding; or
(d) Influencing or attempting to influence another person to commit an abuse of the conduct system; or

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

10.7 Drug Violations

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

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

(c) Misuse of any legal pharmaceutical drugs;

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

(e) Possession of drug-related paraphernalia, including but not limited to, all equipment, products and materials of any kind that are used to facilitate, or intended or designed to facilitate, violations of 10.7(a) of this Policy or NCSU POL.04.20.05 – Illegal Drugs.

Further information regarding drug violations is discussed in NCSU POL.04.20.05 – Illegal Drugs and through UNC Policy Manual 1300.1 – Illegal Drugs.

10.8 Failure to Comply

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

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

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

10.9 Fireworks

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

10.10 Hazing

Any activity related to organizational membership or potential membership that intentionally, recklessly, or negligently humiliates, degrades, abuses, or otherwise creates a risk of mental or
physical harm or discomfort, or unreasonably interferes with a student’s academic activities or successes. Consent or lack of intent are not defenses to charges under this Section.

10.11 Harassment and Discrimination

(a) No student shall threaten, coerce, harass, or intimidate another person or identifiable group of persons, in a manner that is unlawful or in violation of any University policy, while on University Premises or at University-Sponsored Activities. No student shall engage in unlawful discrimination or harassment as defined by NCSU POL 04.25.05 (Equal Opportunity and Non-Discrimination Policy). Unlawful harassment includes conduct that creates a hostile environment in that it is directed toward a particular person or persons, based in whole or in part upon any of the protected statuses included in NCSU POL 04.25.05 (Equal Opportunity and Non-Discrimination Policy), unwelcome, severe or pervasive, objectively offensive, and so unreasonably interferes with the target person’s academic pursuits or participation in University-Sponsored Activities as to effectively deny equal access to the University’s resources and opportunities. Charges of sexual harassment are covered separately under sections 10.14 and 10.15 of this policy.

(b) No student shall engage in unlawful discrimination or harassment as defined by NCSU POL 04.25.05 (Equal Opportunity and Non-Discrimination Policy). Unlawful harassment includes conduct that creates a hostile environment in that it is directed toward a particular person or persons, based in whole or in part upon any of the protected statuses included in NCSU POL 04.25.05 (Equal Opportunity and Non-Discrimination Policy), unwelcome, severe or pervasive, objectively offensive, and so unreasonably interferes with the target person’s academic pursuits or participation in University-Sponsored Activities as to effectively deny equal access to the University’s resources and opportunities. Charges of sexual harassment are covered separately under sections 10.14 and 10.15 of this policy.

All relevant circumstances are examined as part of this determination, including but not limited to:

(i) unwelcome conduct based on a person’s protected status as defined in NCSU POL 04.25.05 (Equal Opportunity, Non-Discrimination and Affirmative Action Policy) that creates a situation where enduring the offensive conduct becomes a condition of participation in a University program or activity; or

(ii) where the conduct is sufficiently severe or pervasive to create an environment that a reasonable person would consider intimidating, hostile, or abusive.

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

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

In determining whether conduct violates these provisions, all relevant facts and circumstances shall be considered. Care must be exercised in order to preserve freedoms of speech and
expression, as articulated in current legal standards. Advice should be sought from the Office of General Counsel and the Office of Institutional Equity and Diversity, as appropriate.
10.12 Infliction or Threat of Bodily Harm

(a) *Inflicting*- Intentionally or recklessly inflicting physical injury upon another;

(b) *Placing*- Intentionally or recklessly placing another in fear of, or at risk of, physical injury or danger; or

(c) Intentionally or recklessly acting in a manner that creates a substantial risk of bodily harm to another.

10.13 Providing False Information

(a) Intentionally initiating or causing to be initiated any known false report, warning or threat of fire, explosion or other emergency;

(b) Forgery, alteration, or misuse of any University document, records, or instrument of identification;

(c) Furnishing false information, oral or written, to any University official, faculty or staff member, or office; or

(d) Possession or use of an instrument of identification that is not one’s own or is fictitious or altered.

10.14 Relationship or Interpersonal Violence

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

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

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

(a) In a current or former dating, romantic or intimate relationship, engaging in physical, sexual, emotional, economic, or psychological actions or threats of actions that a reasonable person in similar circumstances would find abusive, intimidating, or threatening;

(b) Stalking is engaging in a Course of Conduct directed at a specific person, whether in the context of a social or intimate relationship or otherwise, that would cause a reasonable person to feel fear for their safety or safety of others or suffer substantial emotional distress. Stalking, including cyber stalking, may include, for example, non-consensual communication, including in-person or cyber communication or contact, surveillance, telephone calls, voice messages, text messages, email messages, social networking site postings, instant messages, postings of pictures or information on websites, written letters, gifts or any other communications that are undesired or unwelcome and/or place another person in fear of, or at risk of, physical injury or danger.

10.15 Sexual Misconduct

Sexual Misconduct includes:

(a) Title IX Sexual Harassment and Retaliation, defined in NCSU POL 04.25.XX as:

(1) “Title IX Sexual Harassment” means conduct on the basis of sex that satisfies one or more of the following:

   (i) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to an Education Program or Activity at NC State; or


   (A) Sexual assault means an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation including:

      (i) Rape, defined as the carnal knowledge of a person, without the consent of the person, including instances where the person is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity;
(ii) Sodomy is oral or anal sexual intercourse with another person, without the consent of the person, including instances where the person is incapable of giving consent because of age or because of temporary or permanent mental or physical incapacity;

(iii) Sexual Assault With An Object, defined as the use of an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the person, including instances where the person is incapable of giving consent because of his/her youth or because of age or because of temporary or permanent mental or physical incapacity;

(iv) Fondling, defined as the touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the person, including instances where the victim is incapable of giving consent because of his/her youth or because of age or because of temporary or permanent mental or physical incapacity;

(v) Incest, defined as nonforcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law;

(vi) Statutory Rape, defined as nonforcible sexual intercourse with a person who is under the statutory age of consent.

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

(i) who is or has been in a social relationship of a romantic or intimate nature with the victim; and

(ii) where the existence of such a relationship shall be determined based on the consideration of the following factors:

   a) The length of the relationship;

   b) The type of relationship;

   c) The frequency of interaction between the persons involved in the relationship;

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

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

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

(ii) suffer substantial emotional distress.

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

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

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

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

(III) Sexual Intercourse (Penetration without Consent), which is the penetration (anal, oral or vaginal) of another person’s intimate parts (including mouth to genital contact or genital to mouth contact; or where a person is forced, caused, or made to sexually penetrate themself or another person.
(c) Retaliation—(including threats, harassment, intimidation, coercion) against a person because he/she filed a complaint alleging sexual misconduct, relationship or interpersonal violence, dating violence, domestic violence, or stalking or participated in an investigation or procedure involving charges of sexual misconduct, relationship or interpersonal violence, dating violence, domestic violence, or stalking; they made a complaint alleging conduct in violation of Section 10.15(b), participated as a witness or party in an investigation, proceeding, or hearing involving an alleged violation of Section 10.15(b); or requested a reasonable accommodation relating to allegations under Section 10.15(b).

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

10.16 Theft

(a) Stealing or attempting to steal another’s property, money or services;

(b) Knowingly possessing, purchasing, or exchanging stolen or embezzled property, money or services;

(c) Unauthorized use or access to private or confidential information in any medium; or

(d) Unauthorized possession, duplication, or use of keys or card access to any University Premises.

10.17 Trespass

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

See NCSU REG 04.05.01 – Trespassing on University Property.

10.18 Unauthorized Use of Property

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

10.19 Violation of University Policies, Regulations, or Rules

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

10.20 Weapons
(a) Illegal or unauthorized possession of Weapons on University Premises or at University-sponsored activities; or

(b) Possession or use of Weapons in any manner that harms, threatens, or causes fear to others.

11. SANCTIONS

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

(a) Define a student or organization’s status at the university following a finding of responsible for a violation;

(b) Serve as a clear statement about University standards and expectations;

(c) Educate students on the effects of their behavior; and

(d) Attempt to affect a change in that behavior in the future.

Misconduct that involves substantial theft or fraud, significant physical, emotional, or mental damage to a person, significant property damage, Harassment, Sexual Misconduct, Relationship or Interpersonal Violence, including Dating Violence, Domestic Violence, and Stalking, or actions that create a substantial risk of bodily harm may result in suspension or expulsion from the university. Sanctions for drug-related misconduct are governed by NCSU POL.04.20.05 – Illegal Drugs.

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

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

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

11.1 Written Warning

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

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

11.3 Suspension

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

11.4 Expulsion

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

11.5 Removal from University Housing

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

11.6 Restriction of Privileges

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

11.7 Additional Sanctions

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

12. INTERIM ACTIONS

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

12.1 Extraordinary Measure: Interim Suspension

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

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

(a) Poses an ongoing threat or disruption of, or interference with, the normal operations of the university;

(b) Poses a threat of causing physical harm to others or of placing others in fear of imminent danger;

(c) Poses a threat of causing significant property damage;
(d) Threatens the safety or well-being of the campus community;

(e) Has been alleged to have violated NCSU POL.04.20.05 – Illegal Drugs; or

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

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

12.2 Other Interim Actions

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

13. INTERPRETATIONS AND REVIEW

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

13.2 The Code shall be reviewed every three (3) years under the direction of the Director and in consultation with other campus units as appropriate.
### Proposed Non-Coaching Staff Bonus Structure

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

#### EXECUTIVE STAFF

Not cumulative per category. Earns highest.  
1x for Dept. APR  
All Sports  

<table>
<thead>
<tr>
<th>Executive Staff Members</th>
<th>FB Bowl</th>
<th>MBB/WBB/Baseball</th>
<th>Top 25*</th>
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<tbody>
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For each sport Supe oversees.

#### SPORT SUPERVISOR/NON-EXECUTIVE STAFF

Assigned Sport  

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For each sport Supe oversees.

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

#### UNIT OVERSIGHT

Select Staff With Unit Oversight  

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

* Rifle must finish top-8.

#### SUPPORT STAFF

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

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</table>

* Rifle must finish top-8.

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Colin Hargis: Senior Associate AD/Marketing and Ticket Services  
Michelle Joshua: Sports Psychologist  
Rob Murphy: Associate AD/Sports Medicine Director  
Meghan Fitzgerald: Assistant AD/Marketing and Fan Development  
Nate Brookreson: Assistant AD/S&C for Olympic Sports  
Diana Nguyen: Director of Sports Nutrition  
Josh Monk: Assistant AD/Video, Broadcast & Network Services  
Georgia Brown: Director of Athletic Business Operations  
Adina Stock: Assistant AD, Team Operations  
Ray Brincefield: Assistant AD/Facilities  
Tonya Washington: Assistant AD/Student Engagement  
Bob Erickson: Assistant AD/Facilities, Operations & Capital Projects
Notes

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

The Why

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

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

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

**Source Data**

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

**Methodology**

- The methodology used this year has been in place since FY 2016-17.
- To determine the appropriate market reference rate (MRR), the 4-digit discipline (CIP) code by rank for each faculty member is aligned with the faculty member’s department or tenure home.
<table>
<thead>
<tr>
<th>College/Division</th>
<th>Department</th>
<th>RANK</th>
<th>FY 2019 - 20 T/TT Faculty Salary Ranges</th>
<th>FY 2020 - 21 T/TT Faculty Salary Ranges</th>
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<tr>
<td></td>
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<td>Minimum</td>
<td>Market Reference</td>
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*The FY 2020-2021 Faculty Salary Ranges were approved by Chancellor Woodson June 9, 2020.*
Provost’s Update/Academic Programs Notification
(Documentation follows; each new item begins with a title/signature page)

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

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

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

Completed Proposal
Endorsed By: [Signature] 2/18/2020
Head, Department/Program Date

Recommended By: [Signature] 2/18/2020
Chair, College Curriculum Committee Date

Endorsed By: [Signature] 2/21/2020
College Dean Date

Proposal moves to Undergraduate or Graduate office for routing
Recommended By:

Not applicable.
Vice Provost, DELTA (if DE degree/certificate) Date

Recommended By: [Signature] 2/27/2020
Chair, University Courses & Curricula Committee or Administrative Board of the Graduate School Date

Approved By: [Signature] 2/27/2020
Dean, DASA or the Graduate School Date

Proposal moves to the Executive Vice Chancellor and Provost’s office for routing
Recommended By: [Signature] Duane K. Larick 5/15/2020
Council of Deans Date

Approved By: [Signature] Warwick Arden 05/18/2020
Executive Vice Chancellor and Provost Date

Approved By: [Signature] Chancellor 6/2/20

Updated 04/11/2019
February 26, 2020

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

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

- Proposed effective date: January 6, 2020  
- Associated Proposed CIP code for courses: 03.0103 Environmental Studies  
- Prefix for courses: LAR (No change proposed)  
- Academic Organization: The College of Design

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

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

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

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

The *Department of Landscape Architecture and Environmental Planning* name better represents the contemporary professional practice and the department’s current MLA curriculum.
February 25, 2020

To: Dr. Mark Hoversten, Dean, College of Design
From: Meg Calkins, FASLA, Department Head+ Professor, Department of Landscape Architecture
Subject: Departmental Name change request

Proposed Program Name: Department of Landscape Architecture and Environmental Planning

Proposed effective date: January 6, 2020

Associated Proposed CIP code for courses: 03.0103 Environmental Studies

Prefix for courses: LAR (No change proposed)

Academic Organization: The College of Design

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

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

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

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

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

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

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

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

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

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

Completed Proposal
Endorsed By:

[Signature] ARCHITECTURE 12-02-19
Head, Department/Program Date

Recommended By:

[Signature] 12/2/19
Chair, College Curriculum Committee Date

Endorsed By:

[Signature] 12/2/19
College Dean Date

Proposal moves to Undergraduate or Graduate office for routing
Recommended By:

Not Applicable

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

Recommended By:

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

Approved By:

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

Proposal moves to the Executive Vice Chancellor and Provost’s office for routing
Recommended By:

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

Approved By:

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

Approved By:

Chancellor

Updated 04/11/2019
Date: December 3, 2019

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

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

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

NAME-CHANGE JUSTIFICATION AND PROGRAM CONCEPT

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

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1 The NAAB does not accredit post-professional degrees in Architecture. Our Bachelor of Architecture (B.Arch.) and Master of Architecture (Tracks 1 and 2) are NAAB-accredited professional degree programs. Our current post-professional Master of Architecture (Track 2) is not an accredited professional degree program.
The program is planned to advance goals of the College of Design, NC State University, and UNC system Strategic Plans. The program is endorsed by the School of Architecture's faculty, our professional advisory board, the College of Design’s Curriculum Committee, and the Dean of the College of Design.

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

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

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

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

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

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

FIRST YEAR

**Fall Semester:**

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

**Spring Semester:**

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

SECOND YEAR

**Fall Semester:**

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

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

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

*** Students must take ARC 697 Final Project Research as 3 credits of Architecture Elective and ARC 598 Final Project in the last semester.
Accelerated Bachelor's to Master's Degree Programs
Department of Teacher Education & Learning Sciences
Programs in Learning Design & Technology
North Carolina State University

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

Endorsed By:

[Signature]
Head, Department/Director of Graduate Program (Printed Name and Signature) 11/18/19

Recommended By:

[Signature]
Chair, College Graduate Studies Committee (Printed Name and Signature) 11/19/19

Endorsed By:

[Signature]
College Dean (Printed Name and Signature) 4/19/19

Recommended By:

[Signature]
Vice Provost, DELTA (if DE degree) (Printed Name and Signature) 4/7/2020

Approved By:

[Signature]
Dean of the Graduate School (Printed Name and Signature) 2/18/2020

Recommended By:

[Signature]
Dean's Council (Printed Name and Signature) 3/6/2020

Approved By:

[Signature]
Executive Vice Chancellor and Provost (Printed Name and Signature) 04/07/2020

Approved By:

[Signature]
Chancellor (Printed Name and Signature) 4/16/20
Accelerated Bachelor’s to Master’s Degree Programs
Department of Teacher Education & Learning Sciences (TELS)

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

I. Introduction

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

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

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

II. Degree Programs Involved

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

Graduate Programs:
Master of Education (M.Ed.) in Learning Design & Technology
Master of Science (M.S.) in Learning Design & Technology

Proposed ABM Programs:
Accelerated Bachelor’s to Master’s in Learning Design & Technology

III. Proposed Effective Date: August 2020

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

IV. Program Eligibility

• Only students in the Learning Design & Technology (LDT) sub-plan of Education General Studies are eligible to apply for this particular ABM program. Undergraduates are encouraged to enroll or transfer into the LDT sub-plan by the end of their freshmen year, as recommended courses in design,
entrepreneurship, and technology begin in earnest during the sophomore year (see courses highlighted in blue in the semester-by-semester display).

- Undergraduate students may apply for the ABM program once they have completed a minimum of 75 credit hours in their B.S. program, and before they have earned 96 credit hours, including credits earned from advanced placement. Students must apply before completing the B.S. degree, and ideally during the junior year, so 12 credits of 500-level graduate courses taken during the senior year can be applied to both degrees, assuming acceptance into the ABM program.

- Transfer students must have completed a minimum of two semesters as a full-time student at NC State, with a minimum of 24 credit hours taken out of the total 120 hours required for the B.S.

- Students must have a minimum accumulated grade point average (GPA) of 3.50/4.00 at NC State. Students below this threshold may still be eligible to enter the regular (non-accelerated) master’s degree program in Learning Design & Technology which requires, among other elements, a minimum 3.00 GPA for unconditional admission.

V. Application Process

- A prospective student who meets the eligibility requirements should schedule an initial meeting with the LDT undergraduate program coordinator by the end of their junior year.

- The student and program coordinator will develop an ABM plan of work noting required coursework for both the bachelor’s and master’s degrees within the remaining two years of study, and noting which 500-level courses to be taken during the senior year are to be double counted. This plan of work must be approved by the student’s undergraduate advisor as well as the departmental Director of Graduate Programs (DGP) before the completion of the bachelor’s degree.

- Students with an approved ABM plan of work will apply to the Graduate School for a master’s degree in LDT during the semester they will complete their undergraduate degree. The standard application for the LDT master’s program consists of a statement of purpose, resume, transcripts, and three recommendations, to be supplemented for ABM applicants with the ABM plan of work. This application to the Graduate School will constitute a formal application to the ABM program in LDT. LDT program faculty will review and approve applications for the program.

- Students must complete the B.S. degree prior to formal enrollment in the LDT master’s degree.

VI. Curriculum Requirements

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

*ECI 511, Introduction to Learning Design & Technology
ECI 512, Emerging Technologies for Teaching and Learning
ECI 513, Teaching & Learning with Digital Video
ECI 514, Developing and Delivering Online Instruction
*ECI 515, Cultural Investigations and Technical Representations in Education
*ECI 516, Design & Evaluation of Instructional Materials
*ECI 517, Theoretical Foundations of Advanced Learning Environments
ECI 518, Digital Learning Program and Staff Development
ECI 519, Special Topics in Learning Design & Technology

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

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

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

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

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

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

VII. Requirements for Participation and Graduation

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

VIII. Progress Requirements and Ineligibility/Withdrawal

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

IX. Semester-by-Semester Plan for ABM Students

The following pages contain the semester-by-semester plan for the ABM curriculum. The courses shown in black text are generally required for the Education General Studies (EGS) parent degree plan, under
which resides the new concentration in Learning Design and Technology (LDT). As shown, many of the course requirements in this general curriculum are simply listed as “free elective,” “supporting elective,” “teaching field,” or unspecified GEP courses, presumably with specific courses to be selected by the student in consultation with their undergraduate advisor. The LDT concentration customizes the general EGS plan by recommending (in blue text) a more specific set of courses that will provide students with appropriate training in design, entrepreneurship, communication, and various educational technologies, as needed to obtain future work in instructional design type professions.
### Education General Studies: Learning Design & Technology Sub-Plan
Accelerated Bachelor's-Master's (ABM) Semester-by-Semester Display

#### Freshman Year

<table>
<thead>
<tr>
<th>FALL</th>
<th>CREDIT</th>
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</thead>
<tbody>
<tr>
<td>ENG 101 Acad Writing &amp; Research*</td>
<td>4</td>
<td>HES Health &amp; Exercise Studies Course €</td>
<td>1</td>
</tr>
<tr>
<td>PSY 200 Intro. to Psy.</td>
<td>3</td>
<td>GEP Mathematical Sciences*</td>
<td>3</td>
</tr>
<tr>
<td>GEP Mathematical Sciences*</td>
<td>3</td>
<td>SOC 202 Prin. of Sociology*</td>
<td>3</td>
</tr>
<tr>
<td>Communications/Speech Elective* (recommend COM 211 Argumentation and Advocacy)</td>
<td>3</td>
<td>Free Elective</td>
<td>3</td>
</tr>
<tr>
<td>HES Health &amp; Exercise Studies Course €</td>
<td>1</td>
<td>Teaching Field²</td>
<td>3</td>
</tr>
<tr>
<td>ED 100 Intro to Education</td>
<td>2</td>
<td>GEP Interdisciplinary Perspectives Elective G.J.U (recommend ANT 261, Technology in Society &amp; Culture)</td>
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<td>16</td>
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#### Sophomore Year

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</thead>
<tbody>
<tr>
<td>GEP Natural Science* (any, although BIT 100 might provide further context of technology in society)</td>
<td>3</td>
<td>GEP Natural Science* (recommend BIO 227 Understanding Structural Diversity through Biological Illustration)</td>
<td>4</td>
</tr>
<tr>
<td>Supporting Elective* (recommend D 100, Design Inquiry I)</td>
<td>3</td>
<td>GEP Interdisciplinary Perspectives Elective G.J.U (recommend D 101, Design Inquiry II)</td>
<td>2-3</td>
</tr>
<tr>
<td>Teaching Field² (recommend ECI 201, Intro to Instruc Technology for Educators)</td>
<td>3</td>
<td>GEP Additional Breadth Elective* G.J.U (recommend ST 311 Intro to Statistics)</td>
<td>3</td>
</tr>
<tr>
<td>History Elective* C.G.J.U (region studies, any)</td>
<td>3</td>
<td>Literature Elective* G.C.J.U (recommend COM 355 Studies in Rhetoric &amp; Digital Media, or COM 200 Communication Media in a Changing World)</td>
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<tr>
<td>Free Elective</td>
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<td>Free Elective</td>
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### Junior Year

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</tr>
</thead>
<tbody>
<tr>
<td>ELP 344 School &amp; Society</td>
<td>3</td>
<td>PSY 376 Developmental Psy.</td>
<td>3</td>
</tr>
<tr>
<td>Supporting Elective³ (recommend CSC 281 Foundations of Interactive Game Design)</td>
<td>3</td>
<td>Supporting Elective³ (recommend TDE 205 Desktop Publishing and Imaging)</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Field²</td>
<td>3</td>
<td>Teaching Field²</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Field² (recommend EI 201 Exploring Interdiscip Entrepreneurial Thinking)</td>
<td>3</td>
<td>Teaching Field² (recommend EI 331 Interdiscip Entrepreneurial Thinking</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Writing Elective⁶ (recommend ENG 331 Communication for Engineering and Technology, or ENG 332 Communication for Business and Management)</td>
<td>3</td>
<td>Education Elective (recommend STS 214 Intro to Science Technology &amp; Society)</td>
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<td></td>
<td>15</td>
<td>Free Elective (recommend SLC 250 Critical and Creative Decision Making Models)</td>
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### Senior Year

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<th>FALL</th>
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</tr>
</thead>
<tbody>
<tr>
<td>EDP 304 Educational Psychology</td>
<td>3</td>
<td>Free Elective (recommend HA 240 Intro to Visual Culture)</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective (recommend GC 420 Visual Thinking)</td>
<td>3</td>
<td>Teaching Field² (recommend 500-level instructional/media design courses in LDT master's core, i.e., ECI 511, 515, 516, 517)</td>
<td>3</td>
</tr>
<tr>
<td>Free Elective (recommend AEE 325 Planning and Delivering Non-Formal Education)</td>
<td>3</td>
<td>Teaching Field² (recommend 500-level instructional/media design courses in LDT master's core, i.e., ECI 511, 515, 516, 517)</td>
<td>3</td>
</tr>
<tr>
<td>Supporting Elective³</td>
<td>3</td>
<td>Teaching Field² (recommend 500-level instructional/media design courses in LDT master's core, i.e., ECI 511, 515, 516, 517)</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Field² (recommend 500-level instructional/media design courses in LDT master's core, i.e., ECI 511, 515, 516, 517; preferably ECI 511 orientation course first)</td>
<td>3</td>
<td>15</td>
<td></td>
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</tbody>
</table>

|                                         | 15     | 15                                         |
### Master's +1 Year, M.Ed. Track

(Not eligible students with 3.5 undergraduate GPA can double-count 12 hours from B.S. toward a Master's degree; 18 new hours completed in year 5 to meet 30-hour M.Ed. requirements)

<table>
<thead>
<tr>
<th>FALL</th>
<th>CREDIT</th>
<th>SPRING</th>
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<tbody>
<tr>
<td>Students select from 500-level instructional/media design courses in LDT master's program (i.e., ECI 511, 512, 513, 514, 515, 516, 517, 518, 519)</td>
<td>3</td>
<td>Students select from 500-level instructional/media design courses in LDT master's program (i.e., ECI 511, 512, 513, 514, 515, 516, 517, 518, 519)</td>
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<tr>
<td>Students select from 500-level instructional/media design courses in LDT master's program (i.e., ECI 511, 512, 513, 514, 515, 516, 517, 518, 519)</td>
<td>3</td>
<td>ECI 562 Field-Based Applications of Learning Design &amp; Technology</td>
<td>3</td>
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<tr>
<td>ECI 546 New Literacies and Media</td>
<td>3</td>
<td>ECI 502 Technology Program Evaluation</td>
<td>3</td>
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<td>9</td>
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</tbody>
</table>

### Master's +1.5 Year, M.S. Track

(Not, eligible students with 3.5 undergraduate GPA can double-count 12 hours from B.S. toward a Master's degree, 24 new hours completed in years 5-6 to meet 36-hour M.S. requirements)

<table>
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<tr>
<td>Students select from 500-level instructional/media design courses in LDT master's program (i.e., ECI 511, 512, 513, 514, 515, 516, 517, 518, 519)</td>
<td>3</td>
<td>ECI 652 Field-Based Applications of Learning Design &amp; Technology</td>
<td>3</td>
</tr>
<tr>
<td>ST 511 Statistical Methods for Researchers I</td>
<td>3</td>
<td>ST 512 Experimental Statistics for Biological Sciences II</td>
<td>3</td>
</tr>
<tr>
<td>ECI 546 New Literacies and Media</td>
<td>3</td>
<td>ECI 502 Technology Program Evaluation</td>
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### SUMMER

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<tr>
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<tr>
<td>Students select from 500-level instructional/media design courses in LDT master's program (i.e., ECI 511, 512, 513, 514, 515, 516, 517, 518, 519)</td>
<td>3</td>
</tr>
<tr>
<td>ECI 695 Master's Thesis Research</td>
<td>3</td>
</tr>
<tr>
<td>ECI 699 Master's Thesis Preparation</td>
<td>*3, if needed</td>
</tr>
</tbody>
</table>

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

Minimum Hours Required for Undergraduate Graduation: *^ 120
Minimum Hours Required for ABM Bachelor's + M.Ed. Graduation: 138
Minimum Hours Required for ABM Bachelor's + M.S. Graduation: 144
Major/Program Footnotes

1. Choose a Communications/Speech Elective from COM 110, 146, or 211.
2. Teaching Field classes are chosen from the subject specific areas of interest and approved by advisor.
4. Choose History Elective from AFS 275, 276; HI 205, 207, 208, 209, 210, 215, 216, 221, 222, 233, 251, 252, 263, 264, 270, 275, 276, HON 290, 293
5. Choose from ECI 205, EMS 203, or EOE 207
6. Choose from ENG 201, 215, 272, 287, 288, 286, 323, 331, 332, 333
7. PSY 475 or 476 may be taken instead.
8. PSY 307, 311, 312, 340, SOC 203, 205, 311, 402, 418 may be taken instead.
9. Choose course from the approved GEP Humanities list* General Education Program (GEP) requirements and GEP Footnotes

To complete the requirements for graduation and the General Education Program, the following category credit hours and co-requisites must be satisfied. University approved GEP course lists for each of the following categories can be found at https://oucc.dasa.ncsu.edu/general-education-program/

A. Mathematical Sciences (6 credit hours -- one course with MA or ST prefix) Choose from the University approved GEP Mathematical Sciences course list
B. Natural Sciences (7 credit hours -- include one laboratory course or course with a lab) Choose from the University approved GEP Natural Sciences course list.
C. Humanities (6 credit hours selected from two different disciplines/course prefixes) Choose from the University Approved GEP Humanities course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: none
D. Social Sciences (6 credit hours selected from two different disciplines/course prefixes) Choose from the University approved GEP Social Sciences course list or the following course(s) if completed as part of the Major requirements may fulfill part or all of this requirement: PSY 200, SOC 202
E. Health & Exercise Studies (2 credit hours -- at least one 100-level Health & Exercise Studies Course) Choose from the University approved GEP Health & Exercise Studies course list.
F. Additional Breadth (3 credit hours to be selected from the following checked University approved GEP course lists): __
   Humanities/Social Sciences/Visual and Performing Arts or __ Mathematical Sciences/Natural Sciences/Engineering
G. Interdisciplinary Perspectives (5-6 credit hours) Choose from the University approved GEP Interdisciplinary Perspectives course list.
H. Introduction to Writing (4 credit hours satisfied by completing ENG 101 with a C- or better)

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

I. U.S. Diversity (USD) Choose from the University approved GEP U.S. Diversity course list or choose a course identified on the approved GEP course list as meeting the U.S. Diversity (USD) co-requisite. The following course(s) completed as part of the Major requirements may fulfill this requirement: See History and Literature Elective
J. Global Knowledge (GK) Choose from the University approved GEP Global Knowledge course list or choose a course identified on the approved GEP course list as meeting the Global Knowledge (GK) co-requisite. The following course(s) completed as part of the Major requirements may fulfill this requirement: See History and Literature elective
K. Foreign Language Proficiency -- Proficiency at the FL 102 level is required for graduation
Request to Deliver for
Master of Engineering Management
North Carolina State University

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

Endorsed By:

\[\text{Julie Le Susan} \quad \text{11/15/19}\]

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

Recommended By:

\[\text{Ranjith} \quad \text{11/15/19}\]

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

Endorsed By:

\[\text{Dyllan K. Harries} \quad \text{5/4/2020}\]

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

Recommended By:

\[\text{Thomas K. Miller III} \quad \text{5/7/2020}\]

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

Approved By:

\[\text{Peter J. Harries} \quad \text{5/4/2020}\]

Dean of the Graduate School (Printed Name and Signature) Date

Recommended By:

\[\text{Duane K. Larick} \quad \text{5/29/2020}\]

Dean’s Council (Printed Name and Signature) Date

Approved By:

\[\text{Warwick Arden} \quad \text{5/29/2020}\]

Executive Vice Chancellor and Provost (Printed Name and Signature) Date

Approved By:

\[\text{Chancellor} \quad \text{6/10/20}\]

(Printed Name and Signature) Date
UNIVERSITY OF NORTH CAROLINA

REQUEST TO DELIVER

EXISTING DEGREE PROGRAM – NEW DELIVERY MODE OR SITE

Date: 25-October, 2019

Constituent Institution: North Carolina State University

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

Joint Partner campus

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

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

CIP Code Title: Engineering/Industrial Management

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

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

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

☐ Add on campus delivery
☒ Add online delivery; Maximum percent offered online ____100%_______
☐ Program will be listed in UNC Online
☐ One or more online courses in the program will be listed in UNC Online
☐ Add site-based delivery (list new sites below; add lines as needed)
  ☐ Instructor present (off-campus delivery)
  ☐ Instructor remote (site-based distance education)

Site #1
________________________________________
(address, city, county, state)

Site #2
________________________________________
(address, city, county, state)

Site #3
________________________________________
(address, city, county, state)
Supply basic program information needed for UNC Academic Program Inventory (API), UNC Online

Minimum credit hours required: 30
Expected number of full-time terms to completion: 3

I. Justification for New Delivery Mode

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

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

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

   The program supports the goals of NC State’s, the College of Engineering and the Department of Industrial and Systems Engineering’s strategic plan:
   1. Enhance student success: The online format will provide access and flexibility to earn a degree from a nationally recognized program that will enable graduates to advance their professional opportunities.
   2. Invest in faculty: Expanded opportunities to engage with graduate students will allow us to attract and retain research-oriented faculty and expand existing skills.
   3. Support interdisciplinary scholarship: N/A
   4. Pursue organizational excellence: The online courses will provide students flexibility to complete either online and/or campus course format. With the use of
the campus courses to create the online content the department will create efficiencies in the delivery of graduate courses. It is expected that the online format will complement the campus format program.

5. Engage locally and globally: An online program will allow access to working professionals in the Research Triangle, national and global community who are looking to advance their education while continuing employment, which should be valuable to many regional, national and global companies.

6. **Student demand.** Provide documentation of student demand for the new delivery mode. Directly address the extent to which students will be drawn from a pool of students not previously served by the existing program.

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

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

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

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

   In the state of North Carolina, Duke University and UNC-Charlotte offer masters degrees in Engineering Management. Duke’s program is offered both via on-campus and distance modes. The Duke program had well over 700 applicants for the current class with 115 enrolling between the two delivery modes. UNC Charlotte’s program is offered via distance education and has a current class of 58 students (24 full time and 34 part time).
Based on the data from the Student Demand section above, there will be unmet need. More importantly, the focus of this program allows for specialization through concentrations in areas not covered by either program. The MEM Director of Graduate Programs will consider transfer credit from both Duke University and UNC Charlotte on a case by case basis so that NC State students can take a course that is offered by those institutions that is not offered by ours.

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

   Delivery Mode,Campus, Full-Time, 20, Part-Time, 0
   Delivery Mode, Online, Full-Time, 0, Part-Time, 15

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

   Delivery Mode,Campus, Full-Time, 35, Part-Time, 0
   Delivery Mode, Online, Full-Time, 0, Part-Time, 78

9. **Resources.**

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

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

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

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

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

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

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

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

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

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

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

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

    d)  **Security** (online and site-based distance education only). The institution authenticates and verifies the identity of students and their work to assure academic honesty/integrity. The institution assures the security of personal/private information of students enrolled in online courses.
NC State University's information technology provides state-of-the-art infrastructure to protect the privacy and confidentiality of faculty and student information. Secure web-based Duo authentication is mandatory to access NC State's internet services available to students and faculty. All students and faculty are required to use their campus user name and password to log into Moodle to verify their identities. A wide range of tools and approaches will be adopted to ensure the integrity of the online course offerings including:

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

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

   **Name:** Julie Swann  
   **Title:** Professor and Head, Industrial and Systems Engineering  
   **Email:** jlswann@ncsu.edu  
   **Phone:** 919.515.6423

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

Chief Academic Officer: [Signature]

Chief Academic Officer (Joint Partner Campus): [Signature]
Request to Discontinue - Graduate Certificate in Military Lands Sustainability
North Carolina State University
Routing for On-Campus Approval of Other Degree Program Actions

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

**Completed Proposal**
**Endorsed By:**

[Signature]
April 20, 2020

Head, Department/Program  
Date

**Recommended By:**

[Signature]
April 28, 2020

Chair, College Curriculum Committee  
Date

**Endorsed By:**

Melissa Pasquinelli

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

College Dean  
Date

**Proposal moves to Undergraduate or Graduate office for routing**
**Recommended By:**

**Not applicable**

**Recommended By:**

[Signature]
5/20/2020

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

**Approved By:**

[Signature]
5/20/2020

Dean, DASA or the Graduate School  
Date

**Proposal moves to the Executive Vice Chancellor and Provost's office for routing**
**Recommended By:**

[Signature]  
Duane K. Larick  5/29/2020

Council of Deans  
Date

**Approved By:**

[Signature]  
Warwick Arden  5/29/2020

Executive Vice Chancellor and Provost  
Date

**Approved By:**

[Signature]
6/10/20

Chancellor

*Updated 04/11/2019*
UNIVERSITY OF NORTH CAROLINA
REQUEST TO DISCONTINUE
A DEGREE PROGRAM, SITE OR DELIVERY MODE

Date: April 19, 2020

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

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

Joint Partner campus _______ None

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

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

CIP Code Title: ______________________

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

<table>
<thead>
<tr>
<th>UNC Teacher Licensure Specialty Area Code (one per line; add as needed)</th>
<th>Degree Program to Receive Specialty Area Code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Title</td>
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Term of Proposed Discontinuation (when new students will no longer be admitted):

   term ___Spring___ year ___ 2020___

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

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

   b) ____ Discontinue - Delivery. Eliminate one or more delivery types and keep the program active.
      o ____ On-campus delivery of program
o Online delivery of program
o Site-based delivery of program
  - Instructor present (off-campus delivery)
  - Instructor not present (site-based distance education)

(c) Discontinue - Consolidate. Program components will become a significant or distinct component in another degree program (e.g. concentration/track).

  o Existing degree program (BOG approved)
    - Program title, degree, CIP
  o New degree program (Request to Establish and BOG approval generally required)
    - Proposed program title, degree, CIP

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

Site #1

(address, city, county, state) (date of site authorization by GA)

Site #2

(address, city, county, state) (date of site authorization by GA)

Site #3

(address, city, county, state) (date of site authorization by GA)

2. Explain why the program, site, or delivery mode is being discontinued.
   a. If the program, site or delivery mode addresses high priority needs, how will those needs be addressed by other programs? After two years of aggressive marketing including a web site, paid social media ads, participation in military base education fairs, and manning booths at numerous national professional meetings, we only recruited two students. There are apparently not high-priority needs that will go unmet.

   b. Describe how affected parties (faculty, staff, students) will be informed of the impending closure and, where applicable, of any additional charges/expenses to students. The only two students to enroll have both graduated. There are no other students to notify.

   c. Describe steps to be taken to allow students enrolled in the program, site or delivery mode to complete their courses of study. There are no students enrolled to consider.
3. Discuss the reassignment of any faculty, staff and EHRA non-faculty, including number of each type of personnel to be reassigned. Three NCSU faculty taught certificate courses. Dr. Dennis Hazel who taught NR-510 and served as DGP retired after the Department Head chose to discontinue the certificate. Dr. Lou Addor continues to teach NR-511, one of the required courses which attracts many students apart from the certificate. Dr. Susan Moore who taught NR-512 has retired.

4. Discuss the discontinuation of the employment of any faculty, staff and EHRA non-faculty, including number of each type of personnel to be discontinued. See #3 above

5. Discuss reallocation or reduction of costs resulting from each discontinuation(s), including specific amounts related to each discontinuation. None.

6. Name, title, telephone, and e-mail of contact person for this notification of discontinuation:
   Dr. Tom Gower, 919-515-3873, stgower@ncsu.edu

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

Signature of Chief Academic Officer: ________________________________

Signature of Chief Academic Officer (Joint Campus partner): ________________________________
Graduate Certificate in Business Leadership  
North Carolina State University

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

Endorsed By:  

Hans Sebastian Heese, April 8, 2020

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

Recommended By:  

D. Scott Showalter, April 8, 2020

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

Endorsed By:  

Steven G. Allen  4/8/20

College Dean  
Signature  
(Printed Name and Date)

Recommended By:  

Not applicable

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

Approved By:  

Peter J. Harries  4/9/20

Dean of the Graduate School  
Signature  
(Printed Name and Date)

Recommended By:  

Duane K. Larick  5/15/2020

Dean's Council Signature)  
(Printed Name and Date)

Approved By:  

Warwick Arden  05/18/2020

Executive Vice Chancellor and Provost Signature)  
(Printed Name and Date)

Approved By:  

Chancellor  (revised August 2015)  
(Printed Name and Date)
Certificate Title: __Graduate Certificate in Business Leadership ______
   New: ☒
   Revision: ☐

Classification of Instructional Programs (CIP) Discipline # (6 digits): __52.1003____
   *Please ensure that you select the appropriate CIP code for your certificate program. Please consult this website for more information about CIP codes: https://nces.ed.gov/ipeds/cipcode/default.aspx?y=55

Certificate Type:
   On-Campus: ☒       Distance: ☐       On-Campus & Distance: ☐

Proposed Effective Date: ___Fall 2020__________________

Director of the Certificate Program: ___Leigh Shamblin _________________________
Program Coordinator (if different from Director): ___Jenny Champ________________
Graduate Services Coordinator: _____Kiresten Branch________________________
College: __Poole College of Management_________________________________
Department/Program: ___Management, Innovation and Entrepreneurship

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

Enrollment:       On-Campus          Distance
   Continuing Yr. 1-0 Yr. 2-5 Yr. 3-5 Yr. 4-10 Yr. 1-0 Yr. 2-0 Yr. 3-0 Yr. 4-0
   New       Yr. 1-5 Yr. 2-10 Yr. 3-15 Yr. 4-15 Yr. 1-0 Yr. 2-0 Yr. 3-0 Yr. 4-0

Attachments:
- Proposal Document
- Statement of other departments likely to be affected and summary of consultation with those departments
- Program-level assessment
- Campus Routing Form
- Signature Page
PROPOSAL DOCUMENT:  
GRADUATE CERTIFICATE IN BUSINESS LEADERSHIP

Program justification

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

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

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

Description

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

Who should enroll

Enrollment is open to the following:

i) All full-time, part-time and on-line MBA students who wish to become more effective leaders in their organization

ii) Lifelong education students, including managers, executives and entrepreneurs, who aspire to gain or improve their leadership skills

Benefits to enrolled students

i) Self-leadership: effective communication, self-awareness, personal integrity, resiliency, critical thinking

ii) Team-leadership: leading teams (including virtual and global teams), navigating culture, conflict negotiation

iii) Organization-leadership: setting vision, creating an effective culture, decision making, leading through uncertainty and change
Program Structure

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

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

Prerequisite

MBA 510 Critical Thinking for Managers (1 hour)

Required courses (4 hours)

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

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

MBA 539 Jenkins Leadership Challenge (1 hour)

Electives (8 hours) selected from the following options:

MBA 564 Business Relationship Management (3 hours)
MBA 533 Art and Science of Negotiation (3 hours)
MBA 534 Core Concepts of Human Capital Management (3 hours)
MBA 535 Leading Teams (1 hour)
MBA 537 Influencing Others (1 hour)
MBA 538 Women as Leaders (1 hour)

Admission requirements

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

Standards for the certificate

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

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

**Graduate Faculty:**

- Full professors: Brad Kirkman, Roger Mayer
- Associate professors: Paul Mulvey
- Assistant professor: Patrick Flynn
- Professors of practice: Leigh Shamblin, Beth Ritter

**Responsibility for Administration and Resources**

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

The certificate director will

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

**Program or Policy Changes for this Certificate**

Changes in the GCBL will be determined by the faculty and channeled through the appropriate departmental/college committees. Changes will be reported to the Graduate School.
Statement of other departments likely to be affected and summary of consultation with those departments

None

**Learning Assessment**

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

   Metrics: Exit Survey administered by Graduate School

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

   Metrics: Data collected in rubric administered by instructor in MBA 539 Jenkins Leadership Challenge
Program: Graduate Certificate in Learning Analytics,
    in Department of Teacher Education & Learning Sciences
    College of Education
    North Carolina State University

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

Endorsed By:  

Head, Department/Director of Graduate Program  Date

Recommended By:  
Karen Hollebrands  5/16/20
Chair, College Graduate Studies Committee  Date

Endorsed By:  
Mary Ann Darwitz  5/19/2020
College Dean  Date

Recommended By:  
Thomas Kenan Miller III  6/5/2020
Vice Provost, DELTA (if DE degree)
Date

Approved By:  
Peter Harries  5/18/2020
Dean of the Graduate School  Date

Recommended By:  
Duane K. Larick  5/29/2020
Dean’s Council  Date

Approved By:  
Warwick Arden  5/29/2020
Provost  Date

Approved By:  
Chancellor  6/10/2020
(revised August 2010)
Proposal for a Online Graduate Certificate in Learning Analytics

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

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

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

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

The Need for Well-Trained Learning Analytics Researchers and Practitioners

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

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

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

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

Several Graduate Certificate programs exist in areas such as Data Science and Business Analytics within various institutions of the University of North Carolina system. However, no program is specific to the field of education and few have online access as the proposed NC State GCLA program. As highlighted in the previous section, the application of data science and analytic techniques to educational contexts demonstrates significant potential for improving education, yet there are few programs available across the country to help train education researchers and practitioners to help bridge this gap, and no programs within the UNC system specific to education. This program will be the first of its kind.
Institutions that offer non-education specific graduate certificates or a professional credential in analytics or data science for individuals beyond the bachelor’s degree level include: Data Science Foundations certificate and Decision Analytics certificate at North Carolina State University (NCSU), Data Analytics & Decision Making at University of North Carolina Chapel Hill (UNC-CH), Data Science and Business Analytics at UNC-Charlotte (UNC-C), Data Science at Fayetteville State (FSU), Business Analytics at Appalachian State University (ASU), Business Analytics at East Carolina University (ECU), and Business Analytics at UNC-Greensboro (UNC-G). These peer programs vary in number of required courses, method of delivery, and length of time to completion.

**Catalog Description for New Certificate Program**

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

**Administration**

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

**Certificate Coordinator**

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

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

**Admission Requirements**

For applicants not currently enrolled at NC State, a baccalaureate degree is required with a GPA of at least 3.000 on a 4.000 scale in either the major field of study or a 3.000 derived from the last 60 credits of undergraduate study. Alternatively, students already holding a graduate degree from a regionally accredited college or university are eligible to apply. Applicants with less than a 3.000 GPA at the undergraduate level may be admitted provisionally if professional experiences, goals, and references are deemed high quality, with provisional admits required to earn a grade of B or better to remain enrolled;

Graduate students already enrolled at NC State must be in good standing and must submit an application to the Certificate Coordinator for review as detailed below.
Students who are admitted into the GCLA are entitled to the full protection of rights extended to any student at NC State. Reasonable accommodations will be made for students with verifiable disabilities who are registered with Disability Services for Students.

Projected Enrollment
Year 1 (10), Year 2 (15), Year 3 (20), Year 4 (25)

Application and Continuation Processes
An application for acceptance into the certificate program is required for all new applicants:

- Students not already enrolled at NC State must apply via the Graduate School application, found at https://www.ncsu.edu/grad/applygrad.htm. These applications will be reviewed by the Certificate Coordinator and faculty teaching in the certificate program, and require a $25 application fee. The certificate application will require: (a) résumé that identifies educational preparation and professional employment and experiences, (b) professional goals statement indicating how the GCLA will enhance job performance or career development, and (c) projected timeline for completing certificate requirements. Faculty may request online interviews with applicants prior to making an admission decision.

- Students currently enrolled in an NC State graduate program should also provide directly to the Certificate Coordinator by email (kmoliver@ncsu.edu), items a, b, and c, listed in the prior bullet point, as well as the Graduate Student Certificate Plan Data Entry form, found at https://grad.ncsu.edu/wp-content/uploads/2015/12/grad-cert-plan-data-entry.pdf

Each semester before the enrollment window for courses in forthcoming semesters, the Certificate Coordinator will email students enrolled in the certificate program to announce future course availability and registration dates. All certificate students are expected to maintain continuous enrollment every semester (excluding summer sessions) until all course work is completed. Under unusual circumstances, a one-semester leave of absence will be granted if the student is unable to continue as a result of extenuating or hardship circumstances. In such cases, a written request must be submitted to the Certificate Coordinator before the beginning of the semester. Ultimately, approval for a one-semester leave rests solely with the Graduate School.

Program Completion Requirements
Completion of the GCLA requires a minimum overall GPA of 3.000 in the program. None of the courses may be taken “for credit only.” All GCLA requirements must be completed within the first three calendar years after the student begins the coursework. When all certificate coursework is satisfactorily completed, the student will be responsible for requesting that Registration and Records send an official NC State transcript to the Certificate Coordinator. The Certificate Coordinator will verify successful completion of the 12 credit hours, notify the Director of Graduate programs for the Department of Teacher Education and Learning Sciences, who will notify the Graduate School from which students will receive their certificate. The GCLA will be awarded, and the Certificate will be made available to the student in person or by mail.

Earning the Certificate While Enrolled as a Graduate Student at NC State
Students who are enrolled in a graduate degree in Learning Design and Technology at NC State (M.Ed., or M.S.) are eligible to earn the Graduate Certificate in Learning Analytics, but the 12 credit hours required for the certificate may add additional hours to a student's plan of work beyond that usually required (30 for M.Ed., 36 for M.S.). The curriculum plans for these M.Ed. and M.S. programs do not account for 12 credit hours in analytics, thus additional hours will likely be required to earn the certificate.
Students in the LDT doctoral program, however, can choose to complete the 12 hours for this certificate as one of several "specialization options" within the program, adding no additional hours to their plan of work to complete the certificate while en route to their doctoral degree. Courses must be satisfactorily completed with an earned grade of “B” or better to be accepted toward any master's or doctoral degree program in Learning Design and Technology.

Academic success might have a strong bearing on admission to a degree program but completion of a certificate program in no way guarantees entry into a graduate degree program, which is done through a separate application process. Courses within the GCLA may be applicable to other NC State graduate degree programs. However, the decision related to applicability/transferability is at the discretion of the faculty in each degree program.

**Relationship of GCLA to Future Graduate Study at NC State**
While academic success in the GCLA may have a bearing on admission to a graduate degree program, completion of the certificate program in no way guarantees entry into a future graduate degree program, which is done through a separate application process, and with a different set of criteria.

**Program or Policy Changes for the Certificate Program**
The Certificate Coordinator will engage faculty who teach in the certificate program in a process of ongoing review. The coordinator and program faculty will determine any necessary changes in the GCLA curriculum and related procedures. Substantive changes from the approved program will be reviewed, as appropriate, by the TELS faculty and the Graduate Studies Committee in the College of Education that will forward the revisions to the Graduate School.

**Curriculum and Learning Assessment**
The GCLA is composed of 12 credit hours of graduate-level coursework. No transfer credits from other institutions are allowed, nor are other NC State courses allowed to serve as substitutions for the courses listed below. The required core courses include the following:

- ECI 586, Introduction to Learning Analytics (3 credits)
- ECI 587, Machine Learning in Education (3 credits)
- ECI 588, Text Mining in Education (3 credits)
- ECI 589, Analyzing Learning Networks (3 credits)

Courses will be offered in the following sequence.

- Fall semester - ECI 586, Introduction to Learning Analytics (must take first, prerequisite)
- Spring semester - ECI 587, Machine Learning in Education
- Summer I semester - ECI 588, Text Mining in Education
- Summer II semester - ECI 589, Analyzing Learning Networks

A recommended course sequence to complete the certificate is ECI 586 in fall, ECI 587 in spring, and ECI 588 and 589 in the summer. Students may complete the program over two or three years, but will be expected to take all courses in the sequence described above, with ECI 586 serving as an orientation and prerequisite course that students must take first.

Consults related to each course have been solicited from relevant programs. Course actions have been initiated for each course using the numbering scheme above (ECI 586-589).
Learning Analytics, has been taught as an ECI 519 Special Topics course since 2015 and will undergo some revision, serving as an introductory course with core concepts for the certificate. ECI 588 has also been taught previously as an ECI 519 Special Topics course. ECI 587 is currently under development and is scheduled to be taught Fall 2020 as an ECI 519 Special Topics course. ECI 589 will begin development in the Fall and will be taught in Spring 2021, presumably under its new course number.

Learning Outcomes Assessment Plan

Learning Objectives

The learning objectives for the Online Graduate Certificate in Learning Analytics are guided by the North Carolina State motto and mantra: Think and Do. The GCLA aims to have students 1) think deeply about Learning Analytics as an emerging discipline for understanding and improving learning, and 2) develop the technical skills necessary to do something with the knowledge gained.

Specifically, the broad goals for the GCLA are twofold:

1. **Disciplinary Knowledge.** Students will deepen their understanding of Learning Analytics as an emerging research and teaching field that aims to understand and improve learning and the educational contexts in which learning occurs.

2. **Technical Skills.** Students will develop proficiency with the processes, tools, and techniques necessary to help educational organizations and institutions apply Learning Analytics both ethically and effectively.

Outcomes & Assessment

The following learning outcomes are the cumulative product completing the Graduate Certificate in Learning Analytics program and are embedded in each course. Throughout the program, students will be able to:

1. **Conceptual Foundations:** Describe Learning Analytics as a discipline (e.g. history, concepts, theories, methodologies, stakeholders, legal and ethical issues) and how it has been applied to important problems, questions, and issues in education;

2. **Data Sources & Measures:** Identify and appropriately use educational data sources (e.g. learning management systems) and associated measures;

3. **Tool Proficiency:** Efficiently and effectively apply up-to-date software and tools (i.e. R Tableau, Gephi, etc.) to implement LA workflows for preparing, analyzing, and sharing data;

4. **Processes & Techniques:** Understand and apply analytic processes and computational techniques (i.e. data visualization, text mining, machine learning, and network analysis) in order to understand and improve learning and the contexts in which learning occurs; and,

5. **Communication:** Clearly communicate methods, analyses, findings, and recommendations that provide actionable insight into learning contexts for a range of education stakeholders.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Evidence to be Collected</th>
<th>Source of Evidence</th>
<th>Frequency of Collection</th>
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</thead>
<tbody>
<tr>
<td>1. Conceptual Foundations</td>
<td>Analysis of the assignments embedded in ECI 586, 587, 588, &amp; 589 to ensure that students understand key</td>
<td>Student knowledge products (e.g. discussion forums, written summaries, blog posts, etc.)</td>
<td>Assessed throughout the course as part of each course unit</td>
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<td><strong>2. Data Sources</strong></td>
<td>Analysis of the assignments embedded in ECI 586, 587, 588, &amp; 589 to ensure that students use data and measures appropriately</td>
<td>Student data products (e.g., analyses, reports, dashboards, etc.)</td>
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<td>Assessed throughout the course as part of each course unit</td>
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<tr>
<td><strong>3. Tool Proficiency</strong></td>
<td>Analysis of the assignments embedded in ECI 586, 587, 588, &amp; 589 to ensure that students have acquired desired proficiency on analytical software and tools to carry out a data analytic workflow</td>
<td>Student data products (e.g., tutorials, analyses, reports, dashboards, etc.)</td>
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<td>Assessed throughout the course as part of each course unit</td>
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<tr>
<td><strong>4. Processes &amp; Techniques</strong></td>
<td>Analysis of the assignments embedded in ECI 586, 587, 588, &amp; 589 to ensure that students can apply appropriate processes and techniques</td>
<td>Student knowledge products (e.g. discussion forums, written summaries, blog posts, etc.)</td>
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<tr>
<td></td>
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<td>Student data products (e.g., analyses, reports, dashboards, etc.)</td>
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<td>Assessed throughout the course as part of each course unit</td>
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<tr>
<td><strong>5. Communication</strong></td>
<td>Analysis of the assignments embedded in ECI 586, 587, 588, &amp; 589 to ensure that students can communicate with clarity what they analyzed, how they did it, what they learned, and why it's useful</td>
<td>Student data products (e.g., analyses, reports, dashboards, etc.)</td>
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<td>Assessed throughout the course as part of each course unit</td>
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**Resources**

**Tuition and Fees**
No fees will be charged over and above the normal costs of registering for NC State University graduate courses (as available through NC State websites for Registration and Records and Distance Learning). Analytics software utilized in certificate courses are either open source or freely available to use, so students will not incur significant software purchasing costs to take these courses. To the extent possible, freely available online tutorials and guides will be selected and utilized over fee-based textbooks, and
these are readily available for most course skills.

**Faculty**

GCLA required courses will be taught by tenure track and non-tenure track graduate-level faculty in the TELS Department. Each faculty member meets the eligibility requirements of the Graduate School related to teaching. No additional resources are required of the Department of Teacher Education and Learning Sciences for Dr. Jiang to regularly teach two of the four courses in the certificate, as she is on a two-two teaching load and will incorporate certificate courses into her expected teaching duties. Additional salary will be required of the Department of Teacher Education and Learning Sciences to buy time from the Friday Institute for Dr. Shaun Kellogg to teach two courses annually. However, the department expects course enrollments and tuition revenue to fully cover and surpass this minimal additional teaching cost.

**Dr. Shaun Kellogg** is a Director of Research and Evaluation at the Friday Institute for Educational Innovation, and Assistant Teaching Professor in the College of Education at NC State University. Dr. Kellogg’s research and evaluation work employs mixed-methods to inform the design of online and blended-learning environments through an understanding of learners’ perceptions of, and behavior within, these environments, and their impact on learner outcomes. Dr. Kellogg has developed and taught graduate level courses and workshops including an Introduction to Learning Analytics, Text Mining in Education, and Social Network Analysis, and leads the development work for a proposed Online Graduate Certificate in Learning Analytics.

**Dr. Shiyan Jiang** is an Assistant Professor of Learning Design and Technology in NCSU’s College of Education with expertise in integrating digital literacy in STEM learning, such as in empowering K-12 Artificial Intelligence education with narrative modeling and supporting data science education with storytelling with data visualization. In addition, Dr. Jiang designs and studies technology-enhanced learning environments to facilitate the development of disciplinary identities and engage early adolescents in career exploration. Her work further focuses on exploring instructional and technology design for broadening participation in disciplinary practices and associated careers.

**Statements from Other Departments Likely to be Affected and Summary of Consultation with Those Departments**

The Department of Teacher Education and Learning Sciences has initiated consults with numerous departments, colleges, and institutes, to reduce the possibility of overlap in programming. The following entities were sent a one-page summary document describing the intended certificate program, as well as a short description of each course to be included in the program. These persons typically followed up with other program coordinators and directors who commented on any potential conflicts to resolve:

1. College of Education, Aaron Clark, Head of Department of Science, Technology, Engineering, and Math (STEM) (sought to inform any potential overlaps with Math Education programming)
2. College of Education, John Lee, Interim Head of Department of Educational Leadership, Policy and Human Development (ELPHD) (sought to inform any potential overlaps with Methods programming)
3. College of Sciences, Len Stefanski, Head of Department of Statistics (sought to inform any potential overlaps with Statistics programming)
4. College of Engineering, Greg Rothermel, Head of Department of Computer Science (sought to inform any potential conflicts with Computer Science programming)
5. Institute for Advanced Analytics, Michael Rappa, Director (sought to inform any potential conflicts with Analytics programming)
The following statements were received from the different entities contacted, with any necessary follow-ups and changes to the certificate plan noted:

<table>
<thead>
<tr>
<th>Statements Received</th>
<th>Follow-Ups, Actions Taken (when necessary)</th>
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<tbody>
<tr>
<td>1. STEM Education: A graduate certificate in data science exists, and a master's program in the Foundations of Data Science is in the process of going through the system. I expect the masters to be approved relatively soon. I would suggest that TELS contact Pierre Gremaud of the Graduate School. I would like to know if the group in TELS has worked with the data science initiative on campus and if they consulted with the Stats and CS folks to look at overlap with the online gc in data science foundations. This seems like it would be a certificate for people who want to have advanced computational research skills to apply to big educational data. I am not sure I like the name educational data science. Why not work with other certificate group to get optional courses added? I also wonder what prereqs there may need to be to enroll in some of these courses. Especially data wrangling and visualization has a real danger to be a bit meaningless if a student hasn't worked with bigger data before or understands basics of data analysis and graphing that would go into creating dashboards and visual displays.</td>
<td>Statistics and CS were consulted regarding potential overlaps with some topical overlaps noted in two course actions to be addressed by targeting the certificate toward educators specifically, including non-programming options for completing course projects to attract non-technical persons who would not likely enroll in or be served by Statistics/CS programs, and rebranding the certificate title from its initial focus on Data Science to a more specific focus on Learning Analytics as associated with the education field and education-specific organizations such as the Society for Learning Analytics Research (SoLAR). With respect to the comment of pertaining to working with big data sets, we have successfully run several of these courses and incorporated large educational datasets (e.g. user logs from learning management systems) without issue.</td>
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<tr>
<td>2. ELPHD: Faculty in ELPHD and other departments in the College of Education offer courses in educational resource methods. For example, while the college has courses on topics such as survey methods and inferential statistics, GCLA courses would further strengthen the skill sets of future students who take these courses. Also, since the courses are pitched at the 500 master's level, where there are no college methods courses available, they may be particularly useful to students in MS programs who cannot access 700-level college methods courses without special permission.</td>
<td>The courses in the proposed certificate program do not duplicate any other research methods course in the College of Education and would thus supplement rather than conflict with any research-oriented offerings available to M.S. thesis and Ph.D. dissertation students.</td>
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<tr>
<td>3. Statistics: Machine learning is generally [taught] with them mentioning supervised and unsupervised learning, also the data visualization piece as well. I don't think we do much with text mining or network analysis that I know of. They have the option of programming in R or non-programming described. Don't know if we want to claim R as our turf but we'd probably have a reasonably strong claim to it.</td>
<td>We have made much more explicit in our syllabi, and will do so in our promotional materials, the application of these approaches within educational contexts and for the purpose of understanding and improving learning and the contexts in which learning occurs. Given that R is used widely across the University (e.g. CS Dept., Institute for Advanced Analytics, Hunt Library, etc.), and that the emphasis is on the application of the techniques in educational...</td>
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</tbody>
</table>
4. **CS:** I have consulted with our faculty in the Center of Educational Informatics, and based on their responses it appears that two of the four proposed courses, Machine Learning for Learning and Analyzing Learning Networks, have some overlap with the EDM course that Tiffany Barnes and Collin Lynch in our department have offered in the past and plan to offer again. This course was cross-listed in Education. Despite the overlap, our faculty agree that the proposed certificate, which is applied in nature and has non-programming options for completing course projects, targets an audience distinct from the group of students we serve, and did not raise any objections. Nevertheless, I encourage you to discuss with Drs. Barnes and Lynch to explore potential synergies.

We consulted with Tiffany Barnes, Professor of Computer Science and original course developer of the Educational Data Mining (EDM) course. While the course bears some similarities to the original Introduction to Learning Analytics Course, the certificate as a whole greatly expands upon topics introduced in the EDM course and the revamped course goes into much greater depth on data visualization. Overall, Dr. Barnes did not see any potential conflict or unnecessary overlap. In fact, Dr. Barnes inquired if CS student might be able to potentially enroll in courses for the certificate given that the EDM course runs only every other year. She also expressed interest in having the certificate courses cross listed with CS and potentially teaching some of the courses in the future.

5. **IAA:** No feedback was received from two separate inquiries.

6. **Poole College of Management:** Spoke with Daniel McGurrin by phone who mentioned some conceptual overlaps between our courses and courses in their level one series in which clients are building core skill sets in analytics (coding in Python, machine learning, data wrangling, and embedded stats). However, as long as our certificate is focused on training people in the education sector using education examples, he did not see any conflicts with our area of application and the clients they have been working with in business. Also, students enrolling in our program would not likely be the same as students enrolling in theirs as they are currently client-based and not open enrollment (e.g., a program sold to a single client like Blue Cross). As they move to more asynchronous open enrollment in the near future, it might be possible for some of our students interested in advanced applications to take some of their level 2 and 3 courses which go beyond what we would provide in our four courses.

No further actions required. Dr. McGurrin noted that he could help us find appropriate instructors for some of our courses in the future, if something came up to prevent one of our planned instructors from teaching their course.
References


Kellogg, S. (2014). *Patterns of peer interaction and mechanisms governing social network structure in two massively open online courses for educators* (Doctoral Dissertation). North Carolina State University, Raleigh, NC.


Park, K., Mott, B. W., Min, W., Boyer, K. E., Wiebe, E. N., & Lester, J. C. (2019, August). Generating
educational game levels with multistep deep convolutional generative adversarial networks. In *2019 IEEE Conference on Games (CoG)* (pp. 1-8). IEEE.

Purdue University Global. (2019). Rise of the Data Analyst—What’s Behind the Boom?
https://www.purdueglobal.edu/blog/information-technology/rise-of-data-analyst/


https://doi.org/10.1016/j.compedu.2016.06.007


Graduate Certificate in Materials Informatics
North Carolina State University

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

Endorsed By:

[Signature]
Head, Department/Director of Graduate Program (Printed Name and Signature) 4/12/19

Recommended By:

[Signature]
Chair, College Graduate Studies Committee (Printed Name and Signature) 4/12/19

Endorsed By:

[Signature]
College Dean (Printed Name and Signature) 4/12/2019

Recommended By:

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

Approved By:

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

Recommended By:

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

Approved By:

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

Approved By:

[Signature] Chancellor (Printed Name and Signature) Date

(revised August 2015)
Certificate Title: Materials Informatics
New: ☒
Revision: ☐

Classification of Instructional Programs (CIP) Discipline # (6 digits): 40.1099
*Please ensure that you select the appropriate CIP code for your certificate program. Please consult this website for more information about CIP codes: https://nces.ed.gov/ipeds/cipcode/default.aspx?y=55

Certificate Type:
On-Campus: ☐
Distance: ☐
On-Campus & Distance: ☒

Proposed Effective Date: Aug. 15, 2020

Director of the Certificate Program: Yaroslava Yingling
Program Coordinator (if different from Director):
Graduate Services Coordinator:
College: Engineering
Department/Program: Materials Science and Engineering

Catalog Description:
This certificate program is designed for interdisciplinary graduate education at the intersection of materials science, engineering, and data science with the aim of preparing the next generation of materials engineers given the growing demand for data-science skills and knowledge of the artificial intelligence. The skills and knowledge obtained here will serve as foundation for the understanding of materials informatics and high throughput materials discovery that will improve a student’s career prospects.

Enrollment:
Continuing
Yr. 1-10 Yr. 2-10 Yr. 3-1 Yr. 4-0
New
Yr. 1-10 Yr. 2-10 Yr. 3-1 Yr. 4-0
Distance
Yr. 1-10 Yr. 2-10 Yr. 3-5
Yr. 4-0 Yr.1-10 Yr. 2-10 Yr.3-5
Yr. 4-0

Attachments:
☐ Proposal Document
☐ Statement of other departments likely to be affected and summary of consultation with those departments
☐ Program-level assessment
☐ Campus Routing Form
☐ Signature Page
Graduate Certificate in Materials Informatics

Description
The Materials Science and Engineering (MSE) department proposes to establish a Graduate Certificate Program (GCP) in Materials Informatics (MI). This certificate program is primarily designed for interdisciplinary graduate education at the intersection of materials science, engineering, and data science with the aim of preparing the next generation of materials engineers for growing demand for data-science skills and knowledge of artificial intelligence. The skills and knowledge obtained here will serve as a foundation for the understanding of materials informatics and high-throughput materials discovery resulting in improved student career prospects. We anticipate that some students interested in the MI GCP will enroll as distance education students through Engineering Online (EOL). With many on-line MSE and Statistics (ST)/Mathematics(MA) courses to choose from, students can customize their particular certificate programs to focus on specific areas of materials science that interest them.

Learning Outcomes
Upon completion of the MI Graduate Certificate Program, students should be able to:

- Demonstrate an understanding of key materials informatics concepts and components
- Describe and analyze data available from various types of materials characterization methods
- Understand the relationship between materials design and data-driven techniques
- Understand the materials informatics problems and capabilities associated with the design of different types of materials
- Describe available machine learning techniques and materials databases
- Identify a machine-learning algorithm with the desired properties for a given materials problem
- Identify sources of bias and uncertainty in materials data and analysis results
- Apply available tools for structure property prediction of materials

At the time they complete this certificate program, graduates are expected to:

- Be prepared to move into career positions that require a basic comprehension of data science techniques as applied to materials science and engineering problems.
- Be sufficiently satisfied with the overall educational experience of the certificate program to recommend it to others with the same professional goals

Program of Study
The MI GCP will require a total of 12 credit hours, including MSE 723: Materials Informatics (3 credit hours) and three MSE and ST elective courses (9 credit hours) tailored to the needs of the student. The MSE 723 course aims to introduce the emergent field of materials informatics and current approaches that employ informatics and experimental and computational data to accelerate the process of materials optimization, discovery and development. An emphasis will be placed on practical implementation of machine-learning techniques to various materials science problems.
By judicious selection of elective courses, in consultation with the MSE GCP Coordinator, students can customize their GCP to focus on areas of interest to them. A total of four classes are required, including the core course MSE 723:

**Required Core Course** (* signifies that course is available online):  
MSE 723* Materials Informatics

At least one of the following Material Science courses:
MSE 710 Elements of Crystallography and Diffraction  
MSE 721* Nanoscale Simulations and Modeling  
MSE 724* Quantitative Materials Characterization Techniques

And at least one of the following Statistics/Mathematics courses:
ST 517 Statistical Methods I (ST grad students are not permitted to use it for certificate credit)  
ST 540 Applied Bayesian Analysis  
ST 533 Applied Spatial Statistics  
MA 540 Uncertainty Quantification for Physical and Biological Models

The fourth course will be taken from outside of the student’s degree department. For example, an MSE student’s fourth course must be from the ST or MA list (above), whereas a ST or MA student’s fourth course must be from the MSE list (above).

**Requirements for admission**

To be admitted to the Materials Informatics Graduate Certificate Program, a student must have a BS degree in the sciences or engineering from an accredited four-year college or university, and have an overall (or major) GPA of at least 3.0 on a 4-point scale. Potential applicants without the prior background in Materials Science and Engineering are advised to complete MSE 500 prior to applying, although success in that course does not guarantee admission into the certificate program.

An application for acceptance into the MI GCP is required for all new students. Applications will be accepted in the fall and spring semesters, with deadline dates of October 1 and March 1, respectively. Students can begin study in the subsequent fall or spring semester immediately following their acceptance into the program. Students must complete the Graduate School application, found at [http://www.ncsu.edu/grad/applygrad.htm](http://www.ncsu.edu/grad/applygrad.htm). Applications will be reviewed at by the Director of the certificate program.

Registration procedures, registration dates and course availability for each semester can be found on the NC State Registration and Records webpage at [http://www.ncsu.edu/registrar/](http://www.ncsu.edu/registrar/). Additional information regarding the MI GCP can be found on the MSE website ([http://www.mse.ncsu.edu](http://www.mse.ncsu.edu)) under the Graduate tab. Questions regarding the MI GCP can be directed to the MI GCP Director. Information regarding Engineering Online can be found at [engineeringonline.ncsu.edu](http://engineeringonline.ncsu.edu).

Academic success might have a strong bearing on admission to a degree program but completion of a certificate program in no way guarantees entry into a graduate degree program, which is done through a separate application process.

**Academic Performance Requirements**
To receive a Graduate Certificate, a student must maintain a minimum 3.000 grade point average (GPA) on all coursework taken at NC State. All grades on courses taken towards the GCP in courses at the 500-level and above are included in the GPA. Any courses taken at the 400 level and below are not eligible for certificate credit and subsequently do not affect the graduate GPA.

- All courses taken for certificate credit must be completed with a grade of “B” or better.
- All courses taken for certificate credit must be letter-graded. Credit-only courses cannot be used for certificate credit.
- Transfer credit from other institutions is not allowed for the GCP. All coursework must be registered through NC State.
- Up to two courses of post-baccalaureate coursework taken at NC State, if not already used in another graduate program, may be transferred into the GCP. All transfer credit must carry a grade of B or better.
- All GCP requirements must be completed within four (4) calendar years, beginning with the date the student commences courses applicable to the GCP.

Program Administration

The MI GCP will be administered by the Coordinator in the Department of Materials Science and Engineering, in cooperation with the NCSU Engineering Online program for distance-education students.

All required and elective courses for the GCP are courses in MSE, ST, and MA at NC State. The implementation and presentation of the GCP is not expected to require effort outside the normal academic activities of the course instructors. No additional staff or resources will be required.

At the completion of the certificate, students will complete an exit survey for the purpose of evaluating the quality of the certificate program and its impact on students. The exit interviews will be conducted by the program coordinator. The results will be used to inform curricular improvement.

Coordinator for the MI GCP
Yaroslava G. Yingling
Professor
Materials Science and Engineering Department
Campus Box 7907
North Carolina State University
919-515-2624
yara_yingling@ncsu.edu

Enrollment Projection
Initial enrollment will encompass students from SEAS NSF NRT and MSE graduate program. We project an initial annual enrollment of 20 students, but expect that to grow to perhaps 30 students or more within the next 5 years, since it is a very active and throughout after area.

Faculty Participants
All faculty who teach the relevant graduate-level MSE courses will participate in the MSE GCP. In addition, ST and MA faculty who teach relevant courses will also participate. All instructors listed are members of the graduate faculty. Minor changes in the instructors for each course may occur each year to balance teaching loads with other faculty activities.

**TABLE 1**

**Courses for the Graduate Certificate Program in Materials Science and Engineering**

<table>
<thead>
<tr>
<th>REQUIRED COURSE</th>
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</thead>
<tbody>
<tr>
<td>MSE 723  Materials Informatics</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELECTIVE COURSES</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MSE710  Elements of Crystallography and Diffraction</td>
<td></td>
</tr>
<tr>
<td>MSE721  Nanoscale Simulations and Modeling</td>
<td></td>
</tr>
<tr>
<td>MSE724  Quantitative Materials Characterization Techniques</td>
<td></td>
</tr>
<tr>
<td>ST 517  Statistical Methods I</td>
<td></td>
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<tr>
<td>ST 540  Applied Bayesian Analysis</td>
<td></td>
</tr>
<tr>
<td>ST 533  Applied Spatial Statistics</td>
<td></td>
</tr>
<tr>
<td>MA 540  Uncertainty Quantification for Physical and Biological Models</td>
<td></td>
</tr>
</tbody>
</table>
# TABLE 2

## Participating faculty in the MSE Graduate Certificate Program

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Course(s)</th>
<th>Home department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth Dickey</td>
<td>MSE 710</td>
<td>Materials Science &amp; Engineering</td>
</tr>
<tr>
<td>Yaroslava Yingling</td>
<td>MSE 721, MSE 723</td>
<td>Materials Science &amp; Engineering</td>
</tr>
<tr>
<td>Albena Ivanisevic</td>
<td>MSE724</td>
<td>Materials Science &amp; Engineering</td>
</tr>
<tr>
<td>Jacob Jones</td>
<td>MSE724</td>
<td>Materials Science &amp; Engineering</td>
</tr>
<tr>
<td>Herle M McGowan</td>
<td>ST 517</td>
<td>Department of Statistics</td>
</tr>
<tr>
<td>Brian Reich</td>
<td>ST 540, ST 533</td>
<td>Department of Statistics</td>
</tr>
<tr>
<td>Ralph Smith</td>
<td>MA 540</td>
<td>Department of Mathematics</td>
</tr>
<tr>
<td>Srikanth Patala</td>
<td>MSE723</td>
<td>Materials Science and Engineering</td>
</tr>
</tbody>
</table>
Statement of other departments likely to be affected and summary of consultation with those departments

The departments of Mathematics and Statistics were contacted to solicit the feedback. We received the emails from the following faculty indicating their departmental support:

Dr. Pierre A Gremaud, Professor and Director of Graduate Programs, Department of Mathematics
“I just sent you a short message supporting the creation of the MI GPC.
For whatever it is worth, here are also some thoughts and questions about this proposal that I would not be surprised you will have to answer (I sit on the admin board of the graduate school and have gone through several of these recently).
Overall, this looks like a worthy addition to NC State's portfolio of graduate programs and certificates. It will join a crowded field of new or proposed programs pertaining to "data". The facts that the proposed title (Materials Informatics) avoids both "data" and "analytics" (and ML) is a good thing.
1. Will the certificate be proposed as an on-campus degree, an online degree or both? The fact that EOL is mentioned a couple of times seems to indicate that online delivery is being considered but this should be clearly spelt out in the proposal.
2. The MI GCP will require
   - MSE 723 (which is not yet a regular course),
   - one of MSE 710, MSE 721 and an online topics course (quantitative materials characterization techniques) listed as MSE 791-602
   - one of ST 517, ST 540, ST 533, MA 540,
   and a fourth course. The above courses are the only allowed electives, right? If not, what are the conditions under which a course can be considered?
3. The statement "All required and elective courses for the GCP are existing courses in MSE and at NCState, or they are cross-listed with other engineering departments" is kind of funny. Two of the above courses are not yet regular courses (MSE 723 and MSE 791-602).
4. Under "Requirements for admission", it says "... from a regionally accredited four-year college or university". Why regionally?"

Dr. Brian Reich, Associate Professor, Department of Statistics
“Overall I think this looks great. One suggestion is that a machine learning course might be better than ST533 (spatial stats). Our ML courses are still in flux a bit so let me get back to you later with a concrete suggestions.”

Dr. Wenbin Lu, Professor and Director of Graduate Programs
“I am okay for the certificate program.”

Prof. Ralph Smith, Professor
“I forwarded the proposal to Pierre Gremaud but have not had a chance to get feedback from him. I'll try to catch him this afternoon.”

Prof. Alyson Wilson about availability of Math and Stats classes online.
Graduate Certificate in Materials Informatics
Outcomes Assessment Plan

Objectives
1. In this certificate program, students will learn the principles and concepts of materials informatics and high throughput materials discovery
2. The certificate program will provide an educational experience that satisfies the expectations of its graduates.

Objectives and Outcomes
1. By the time they complete this certificate program, graduates should be able to:
   • Describe key materials informatics concepts and components
   • Describe and analyze data available from various types of materials characterization methods
   • Identify the informatics problems and capabilities associated with different types of materials
   • Identify a machine learning algorithm with the desired properties for a given materials problem.
   • Identify sources of bias and uncertainty in materials data and analysis results
2. At the time they complete this certificate program, graduates are expected to:
   • Be satisfied with the usefulness of the certificate program in enabling them to achieve their professional goals
   • Be sufficiently satisfied with the certificate program to recommend it to others with the same professional goals
   • Be satisfied with the appropriateness of the courses in providing the knowledge or training they anticipate needing for their professional goals
   • Be satisfied with the frequency and timeliness of courses offered for the certificate
   • Be satisfied with the quality of teaching in certificate courses
   • Be satisfied with the overall educational experience of the certificate program

Objective 1. In this certificate program, students will learn the principles and concepts of materials informatics and high throughput materials discovery

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Evidence to be Collected</th>
<th>Source of Evidence</th>
<th>Frequency of Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe key materials informatics concepts and components</td>
<td>Responses by certificate students to relevant questions on exams from MSE 723</td>
<td>Students</td>
<td>Annually</td>
</tr>
<tr>
<td>Describe and analyze data available from various types of materials characterization methods</td>
<td>Responses by certificate students to relevant questions on exams from MSE 723 and elective</td>
<td>Students</td>
<td>Annually</td>
</tr>
<tr>
<td>Identify the informatics</td>
<td>Responses by certificate</td>
<td>Students</td>
<td>Annually</td>
</tr>
<tr>
<td>Objective 2</td>
<td>Evidence to be Collected</td>
<td>Source of Evidence</td>
<td>Frequency of Collection</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------</td>
<td>--------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>To be satisfied with the usefulness of the certificate program in enabling them to achieve their professional goals</td>
<td>Exit survey administered by Graduate School</td>
<td>Graduate School</td>
<td>Annually</td>
</tr>
<tr>
<td>To be sufficiently satisfied with the certificate program to recommend it to others with the same professional goals</td>
<td>Exit survey administered by Graduate School</td>
<td>Graduate School</td>
<td>Annually</td>
</tr>
<tr>
<td>To be satisfied with the appropriateness of the courses in providing the knowledge or training they anticipate needing for their professional goals</td>
<td>Exit survey administered by Graduate School</td>
<td>Graduate School</td>
<td>Annually</td>
</tr>
<tr>
<td>To be satisfied with the</td>
<td>Exit survey administered</td>
<td>Graduate School</td>
<td>Annually</td>
</tr>
<tr>
<td>Frequency and timeliness of courses offered for the certificate</td>
<td>by Graduate School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
</tr>
<tr>
<td>To be satisfied with the quality of teaching in certificate courses</td>
<td>Exit survey administered by Graduate School</td>
<td>Graduate School</td>
<td>Annually</td>
</tr>
<tr>
<td>To be satisfied with the overall educational experience of the certificate program</td>
<td>Exit survey administered by Graduate School</td>
<td>Graduate School</td>
<td>Annually</td>
</tr>
</tbody>
</table>
Graduate Certificate in Peformance Based Earthquake Engineering
North Carolina State University

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

Endorsed By:

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

Recommended By:

[Signature]
Chair, College Graduate Studies Committee (Printed Name and Signature)
Date

Endorsed By:

[Signature]
College Dean (Printed Name and Signature)
Date

Recommended By:

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

Approved By:

[Signature]
Dean of the Graduate School (Printed Name and Signature)
Date

Recommended By:

Duane K. Larick
Dean's Council (Printed Name and Signature)
Date

Approved By:

Warwick Arden
Executive Vice Chancellor and Provost (Printed Name and Signature)
Date

Approved By:

[Signature]
Chancellor (Printed Name and Signature)
Date

(revised August 2015)
N. C. STATE UNIVERSITY

UNIVERSITY GRADUATE CERTIFICATE PROGRAM FORM

COLLEGE/DEPARTMENT/PROGRAM NAME:
College of Engineering
DEPARTMENT/PROGRAM NAME: Civil, Construction, and Environmental
CERTIFICATE TITLE: Graduate Certificate In Performance Based Earthquake Engineering
TYPE OF PROPOSAL: New: ☑
Revision: ☐
Discontinuation: ☐
CIP DISCIPLINE:
CERTIFICATE TYPE: On-campus ☐ Distance ☐ On-campus & Distance ☑
PROPOSED OR CURRENT PROGRAM CODE:
PROPOSED EFFECTIVE DATE: Fall 2020
APPROVED EFFECTIVE DATE:
PROPOSED CATALOG DESCRIPTION

The graduate certificate in Performance Based Earthquake Engineering provides an opportunity for practicing engineers and existing students to earn a specialization in the Earthquake Engineering field. The program includes options for courses in both Earthquake Structural Engineering and Geotechnical Earthquake Engineering with an emphasis on performance-based design.

Projected Enrollment (total)

<table>
<thead>
<tr>
<th></th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>On campus</td>
<td>5</td>
<td>8</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>Distance</td>
<td>3</td>
<td>5</td>
<td>10</td>
<td>12</td>
</tr>
</tbody>
</table>

Program Coordinator: Mervyn Kowalsky

Attachments included here:

☑ 1. Graduate Certificate Proposal
☑ 2. Statement on Other Departments Likely to be Affected and Summary of Consultations with those Departments
Graduate Certificate in Performance Based Earthquake Engineering

Description

The Department of Civil, Construction, and Environmental Engineering proposes to offer a Graduate Certificate Program (GCP) in Performance Based Earthquake Engineering. The program is intended for both working professionals and graduate students enrolled at NC State. Individuals who enroll in the program will have backgrounds in structural engineering and/or geotechnical engineering, and would select the program to provide distinction in their academic records that may improve career prospects. We expect both on-campus (primarily existing NC State graduate students), as well as distance education students through DELTA and EOL (primarily practicing professional, but also some existing EOL NC State graduate students). The GCP will be attractive to individuals who work (or wish to work) in higher seismic states around the country. The course offerings have been structured such that students may tailor it to their individual goals. Each student will: (1) Learn about the fundamentals of earthquake engineering through the core courses, and (2) Specialize in either analysis; structural design; or geotechnical (or some combination of the three).

Learning Outcomes

Upon completion of the Performance Based Earthquake Engineering Graduate Certificate Program, students will be able to:

- Apply structural dynamics for the analysis of structural systems.
- Quantify the parameters that impact earthquake ground motion variability.
- Quantify the influence of local soil conditions on the seismic demand for civil infrastructure.
- Analyze and design civil infrastructure systems using performance-based seismic design techniques such as displacement-based design.
- Apply capacity design principles for infrastructure design to ensure adequate structural performance during an earthquake.
- Use relevant tools for ground motion selection for non-linear analysis of civil infrastructure systems.
- Use relevant software packages and tools and gain insight into the seismic performance of civil infrastructure systems.

Program of Study

The Performance Based Earthquake Engineering GCP will require a total of 12 credit hours. The structure of the Performance Based Earthquake Engineering GCP is laid out in Table 1.

All courses for the program are currently offered. The two core courses are offered yearly, while others are offered every other year. All courses will be offered on campus and by distance.
# TABLE 1

**Course Structure for the Graduate Certificate Program in Performance Based Earthquake Engineering**

<table>
<thead>
<tr>
<th>CORE COURSES</th>
<th>ELECTIVE COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>students must take these two courses</td>
<td>students must select at least two course(s)</td>
</tr>
<tr>
<td>CE 527: Structural Dynamics (offered each spring)</td>
<td>CE 723: Advanced Structural Dynamics (offered in fall, even years)</td>
</tr>
<tr>
<td>CE 725: Earthquake structural engineering (offered each fall)</td>
<td>CE 727: Seismic Design of Concrete Buildings (offered in spring, even years)</td>
</tr>
<tr>
<td></td>
<td>CE 728: Performance-Based Design of Bridges (offered in spring, odd years)</td>
</tr>
<tr>
<td></td>
<td>CE 593: Dynamics of Soils and Foundations (offered in spring, even years)</td>
</tr>
<tr>
<td></td>
<td>CE 746: Geotechnical Earthquake Engineering (offered each fall)</td>
</tr>
</tbody>
</table>

**Requirements for admission**

Students must meet one of the first two requirements, and the third requirement, for admission into the Earthquake Engineering Graduate Certificate Program:

- Have a BS degree in Civil Engineering (or equivalent) from an accredited four-year college or university, and have an overall (or major) GPA of at least 3.0 on a 4-point scale.
- Be a degree-seeking student in good standing in an NC State University graduate program in Civil Engineering.
- Taken undergraduate courses in structural analysis, reinforced concrete, and soil mechanics.

An application for acceptance into the GCP is required for all new students. Students must complete the Graduate School application, found at [http://www.ncsu.edu/grad/applygrad.htm](http://www.ncsu.edu/grad/applygrad.htm).

Those applicants who are currently enrolled in an NC State graduate degree program need only provide the graduate student Certificate Plan Data Entry form, found at [http://www.ncsu.edu/grad/faculty-and-staff/docs/grad-cert-plan-data-entry.pdf](http://www.ncsu.edu/grad/faculty-and-staff/docs/grad-cert-plan-data-entry.pdf).

New applications will be reviewed at the department/program level.

Registration procedures, registration dates and course availability for each semester can be found on the NCSU Registration and Records webpage at [http://www.ncsu.edu/registrar/](http://www.ncsu.edu/registrar/). Additional information regarding the Earthquake Engineering GCP can be found on the Department of Civil, Construction, and Environmental Engineering website(s) (ccce.ncsu.edu). Questions regarding the Earthquake Engineering GCP can be directed to Mervyn Kowalsky (kowalsky@ncsu.edu).
Academic success in the Earthquake Engineering GCP might have a strong bearing on admission to a graduate degree program. However, completion of a graduate certificate program in no way guarantees entry into a graduate degree program, which must be done through a separate application process.

**Academic Performance Requirements**
- The Performance Based Earthquake Engineering GCP requires a total of 12 credit hours.
- Students must take both core courses and at least 2 elective courses.
- To receive a Graduate Certificate, a student must maintain a minimum 3.00 grade point average (GPA) on all coursework taken at NCSU. All grades on courses taken towards the GCP in courses numbered 500 and above are included in the GPA. Any courses taken at the 400 level and below are not eligible for certificate credit.
- All courses taken for certificate credit must be completed with a grade of “B-” or better.
- All courses at the 500- or 700-level taken for certificate credit must be letter-graded. Credit-only courses cannot be used for certificate credit.
- Transfer credit from other institutions is not allowed for the GCP. All coursework must be registered through NC State University.
- All GCP requirements must be completed within four (4) calendar years, beginning with the date the student commences courses applicable to the GCP. In addition, students must maintain continuous enrollment every semester until all coursework is completed. A one-semester leave of absence may be granted if the student is unable to enroll in a course due to extenuating circumstances. The leave of absence must be approved in writing by the DGP before the start of the semester.
- Graduate certificate courses taken by students who are also enrolled in a graduate degree program may be double-counted with the degree courses to the extent that the courses unique to the degree remain at 18 hours for a MS degree or 36 hours for a PhD degree.
- The transfer of graduate certificate courses taken prior to enrollment in a graduate degree program is limited to 12 hours (note: transfer totals from all sources shall not exceed 12 hours).

**Program Administration**
The Performance Based Earthquake Engineering GCP will be administered by the Director of Graduate Programs in the Department of Civil, Construction, and Environmental Engineering, in cooperation with the NCSU DELTA and Engineering Online programs for distance-education students (if applicable).

The implementation and presentation of the GCP is not expected to require effort outside the normal academic activities of the course instructors. No additional staff or resources will be required.

At the completion of the certificate, students will complete an exit survey for the purpose of evaluating the quality of the certificate program and its impact on students. The exit interviews will be conducted by the Director of Graduate Programs in the Department of Civil, Construction, and Environmental Engineering. The results will be used to inform curricular improvement.
Enrollment Projection

It is expected that initial enrollment will include nearly all existing graduate students in the structural engineering and mechanics area studying earthquake engineering as part of their graduate research program. On a yearly basis, this could include 5 new students entering the program. In addition, EOL students and individuals entering the program as professionals will account for the balance of the enrollment. Since there is no other known program in the US at this time, we expect enrollment among professionals may increase with proper marketing. Enrollment among existing students should remain approximately constant.

Tuition and Fees

No special fee structure.

Faculty Participants

Faculty participants in the Earthquake Engineering GCP are listed in Table 1.

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Course(s) Taught</th>
<th>Home department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mervyn Kowalsky</td>
<td>CE 725, 727, 728</td>
<td>Civil, Construction, and Environmental Engineering</td>
</tr>
<tr>
<td>Abhinav Gupta</td>
<td>CE 527, CE 723</td>
<td>Civil, Construction, and Environmental Engineering</td>
</tr>
<tr>
<td>Ashly Cabas</td>
<td>CE 593, CE 746</td>
<td>Civil, Construction, and Environmental Engineering</td>
</tr>
</tbody>
</table>

Objectives and Outcomes Assessment Plan

Objectives

1. In this certificate program, students will learn about the effects of earthquakes on the built environment. This will include the response of structures to earthquakes, and techniques for their resilient design.
2. The certificate program will provide an educational experience that satisfies the expectations of its graduates.

Outcomes

1. By the time they complete this certificate program, graduates should be able to:
   a) Solve problems regarding the dynamic response of structures to earthquakes.
   b) Construct computational models for the dynamic analysis of structures
   c) Apply the principles of capacity design to the performance-based design of structural systems
   d) Perform direct-displacement based design for structural systems
e) Implement the effects of soil-structure interaction on structural response  
f) Characterize parameters that impact ground motions.  
g) Correctly apply computational platforms for the dynamic analysis of systems while accounting for the limitations that such programs intrinsically contain.

2. At the time they complete this certificate program, graduates are expected to be satisfied with:

   a) The certificate program to recommend it to others with the same professional goals.  
   b) The appropriateness of the courses in providing the knowledge or training they anticipate needing for their professional goals  
   c) The frequency and timeliness of courses offered for the certificate  
   d) The quality of teaching in certificate courses  
   e) The overall educational experience of the certificate program

1. In this certificate program, students will learn about the effects of earthquakes on the built environment. This will include the response of structures to earthquakes, and techniques for their resilient design.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Evidence to be Collected</th>
<th>Source of Evidence</th>
<th>Frequency of Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific outcome</td>
<td>How evaluated?</td>
<td>Who?</td>
<td>How often?</td>
</tr>
<tr>
<td>1a. Solve problems regarding the dynamic response of structures to earthquakes.</td>
<td>Course exams, HWs, and projects</td>
<td>Students</td>
<td>Annually</td>
</tr>
<tr>
<td>1b. Construct computational models for the dynamic analysis of structures</td>
<td>Course exams, HWs, and projects</td>
<td>Students</td>
<td>Annually</td>
</tr>
<tr>
<td>1c. Apply the principles of capacity design to the performance-based design of structural systems</td>
<td>Course exams, HWs, and projects</td>
<td>Students</td>
<td>Annually</td>
</tr>
<tr>
<td>1d. Perform direct-displacement based design for structural systems</td>
<td>Course exams, HWs, and projects</td>
<td>Students</td>
<td>Annually</td>
</tr>
<tr>
<td>1e. Implement the effects of soil-structure interaction on structural response</td>
<td>Course exams, HWs, and projects</td>
<td>Students</td>
<td>Annually</td>
</tr>
<tr>
<td>1f. Characterize parameters that impact ground motions.</td>
<td>Course exams, HWs, and projects</td>
<td>Students</td>
<td>Annually</td>
</tr>
</tbody>
</table>
1g. Correctly apply computational platforms for the dynamic analysis of systems while accounting for the limitations that such programs intrinsically contain.

| Course exams, HWs, and projects | Students | Annually |

2. The certificate program will provide an educational experience that satisfies the expectations of its graduates.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Evidence to be Collected</th>
<th>Source of Evidence</th>
<th>Frequency of Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific outcome</td>
<td>How evaluated?</td>
<td>Who?</td>
<td>How often?</td>
</tr>
<tr>
<td>2a. To be satisfied with the certificate program to recommend it to others with the same professional goals.</td>
<td>Exit survey administered by Graduate School</td>
<td>Graduate School</td>
<td>Annually</td>
</tr>
<tr>
<td>2b. Be satisfied with the appropriateness of the courses in providing the knowledge or training they anticipate needing for their professional goals.</td>
<td>Exit survey administered by Graduate School</td>
<td>Graduate School</td>
<td>Annually</td>
</tr>
<tr>
<td>2c. Be satisfied with the frequency and timeliness of courses offered for the certificate.</td>
<td>Exit survey administered by Graduate School</td>
<td>Graduate School</td>
<td>Annually</td>
</tr>
<tr>
<td>2d. Be satisfied with the quality of teaching in certificate courses.</td>
<td>Exit survey administered by Graduate School</td>
<td>Graduate School</td>
<td>Annually</td>
</tr>
<tr>
<td>2e. Be satisfied with the overall educational experience of the certificate program.</td>
<td>Exit survey administered by Graduate School</td>
<td>Graduate School</td>
<td>Annually</td>
</tr>
</tbody>
</table>

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

We do not expect any impact on other departments as the content is unique to Civil Engineering.
North Carolina State University
Routing for On-Campus Approval of Other Degree Program Actions

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

**Completed Proposal**
**Endorsed By:**
See signature on routing page 1/10/2020
Head, Department/Program Date

**Recommended By:**
See signature on routing page 4/15/2020
Chair, College Curriculum Committee Date

**Endorsed By:**
See signature on agreement 4/30/2020
College Dean Date

**Proposal moves to Undergraduate or Graduate office for routing**
**Recommended By:**
Not applicable
Vice Provost, DELTA (if DE degree/certificate) Date

**Recommended By:**
See signature on agreement 4/30/2020
Chair, University Courses & Curricula Committee or Administrative Board of the Graduate School Date

**Approved By:**
See signature on agreement 5/4/2020
Dean, DASA or the Graduate School Date

**Proposal moves to the Executive Vice Chancellor and Provost’s office for routing**
**Recommended By:**
Duane K. Larick 5/15/2020
Council of Deans Date

**Approved By:**
Warwick Arden 05/18/2020
Executive Vice Chancellor and Provost Date

**Approved By:**
Chancellor

Updated 04/11/2019
MEMORANDUM OF AGREEMENT FOR “3+X” PROGRAM

BETWEEN

NORTH CAROLINA STATE UNIVERSITY
RALEIGH, NC, U. S. A.

AND

THE SCHOOL OF MATHEMATICS AND STATISTICS, BEIJING INSTITUTE OF TECHNOLOGY, PR CHINA

This Agreement is to formalize the academic exchange between North Carolina State University (hereafter referred to as NC State) and Beijing Institute of Technology (hereafter referred to as BIT) for a 3+X Master’s program. The two institutions subscribe to the statement of principles and procedures given below and to the terms of agreement regarding the responsibilities of each institution. This agreement is based on a spirit of cooperation, reciprocity, and of mutual benefit to both parties.

Both Universities wish to enter into an arrangement as set forth below:

1. Undergraduate students who complete three (3) years of studies at BIT and one semester of studies at NC State that result in a bachelor’s degree from BIT may be considered for enrollment in an NC State Master’s degree program (non-thesis) (hereafter referred to as the Program).

2. The Program may be completed within two (2) years. While non-thesis MS degrees may be completed in three (3) additional semesters, thesis degrees may require more time due to the schedule of graduate course offerings during the academic year or any necessary prerequisite courses, or optional elective courses the student may take.

3. Admission to the Master’s program is contingent upon the student meeting the relevant entry requirements as established by NC State and the degree program to which they are applying.

4. Upon successful completion of NC State’s Master’s program, BIT students may be accepted into BIT’s PhD programs provided they pass the relevant entry exam set by BIT.

Both Universities have agreed to the terms and conditions stated below.

ENTRY AGREEMENT FOR 3+X PROGRAM
(1) BIT will select qualified rising final year students at the end of their first semester in their third year of education to attend NC State for their fourth year of study. Prior to commencing studies at NC State, BIT students need to have:
   a) completed the third year of the bachelor’s program at BIT and achieved an overall GPA (Grade Point Average) of more than 3.0 on a 4.0 scale;
   b) obtained minimum TOEFL or IELTS scores or acceptable English proficiency assessment needed for entry into the GTI certificate program during their first semester at NC State with the expectation that each student will achieve the minimum TOEFL score required for admission into a graduate program prior to matriculation;
   c) obtained an official written recommendation statement from BIT confirming the student has successfully passed the BIT evaluation.

(2) This 3+X Master’s program will focus on existing degree programs offered by NC State’s College of Sciences (see the list below for current Master’s programs). The specific Master’s programs offered in any given year may depend on the interests of BIT students and specific course availability at NC State.

Participating Master’s Programs in the Department of Mathematics in the College of Sciences at NC State:

- Master of Financial Mathematics
- Master of Science in Mathematics
- Master of Science in Applied Mathematics

(3) The number of admitted students will be negotiated annually by the department and BIT. This Program plans to admit up to 10 students per year in the first phase (years 1 and 2) of this program, with students coming to NC State in Fall 2020. Depending on the total number of applicants from BIT, this number may increase.

(4) NC State will evaluate those selected BIT students using NC State’s undergraduate admission standards for their qualifications. NC State faculty may conduct an on-site interview to ensure student quality. The selected students who meet both NC State and the Program’s entry qualifications will begin studies at NC State as “GTI Certificate students” in the Global Training Initiative (GTI) program.

(5) As NC State’s policy does not allow admitting students into graduate programs prior to completion of their bachelor’s degrees, students will apply to both the Graduate School for “preliminary admission” and the GTI Certificate Program for admission. The combined application will involve the standard Graduate School application portal. Additionally, 3+X partner universities will email a list of students from their university who are applying to the Graduate School so that their applications can be appropriately tracked. If admitted by GTI and granted preliminary admission by the Graduate School,
students will matriculate into the GTI Certificate Program for their first semester at NC State and will be considered for full time Graduate School admission at the end of their first semester.

(6) As GTI Certificate students they will be expected to register full-time (minimum 12 credit hours) and to take the required courses that are designed for the specific Program as well as the required GTI 401 Colloquium. Credit and non-credit English courses are also available during this first semester. GTI accepts CET 6 and Duolingo scores as well as slightly lower TOEFL and IELTS scores than the Graduate School. Therefore, if they have not already obtained a Graduate School required passing score, students will have the opportunity to take the TOEFL or IELTS after arrival but must submit an acceptable test score prior to October 1 of their GTI semester.

(7) After they have successfully completed the course work needed to complete their bachelor’s degree (minimum 12 credit hours) as GTI Certificate students at NC State, (PI) will grant each of these students a statement that the student has completed the bachelor’s degree requirements in their respective discipline. Students will be required to provide an official letter from (PI) indicating the bachelor’s degree requirements are satisfied prior to being approved for the Program. (PI) must also provide a final transcript once the bachelor’s degree has been conferred.

(8) NC State will officially review the records of BIT students for admission to the NC State Master’s degree program upon completion of the GTI semester and certification of bachelor’s degree.

(9) The typical non-thesis Master’s program at NC State requires 30-36 credit hours of coursework, as outlined in the appendix. It is required that at least 18 credit hours be taken after the student is admitted into the program at NC State.

(10) BIT students will pay out-of-state tuition, fees and living expenses during their studies at NC State. Current NC State tuition and fee rates are available for reference online (https://studentservices.ncsu.edu/your-money/tuition-and-fees/). To complete the Program in one (1) year, it is anticipated that students may also need to register for a minimum of six (6) credits during the Summer Session(s). NC State may provide guidance and logistical support with student housing and other relevant arrangements. The amount of living expenses may vary depending on the type of housing and living preferences.

(11) Upon successful completion of all program requirements, students will be granted the Master’s degree by NC State.

(12) Graduates who return to BIT with their Master’s degree may enter BIT’s Ph.D. programs should they meet the relevant requirements set by BIT.

(13) Graduates who want to enter a Ph.D. program at NC State will be required to apply
following the normal application procedures and admission requirements set by NC State.

GENERAL AGREEMENT

1) This Agreement represents the entire understanding between the parties and supersedes all other arrangements. This Agreement may only be changed with the written consent of both parties.

2) If either party shall temporarily fail to enforce any provision of this Agreement such temporary forbearance shall not constitute a waiver.

3) The two parties shall be in regular communication to resolve any problems or issues relating to this agreement.

4) Neither party may assign, transfer or sub-contract its commitments under this Agreement.

5) The relationship of NC State and BIT under this Agreement shall be that of independent contractors, and a party shall not be deemed, nor hold itself out as being a partner or agent of the other party. In addition, neither NC State nor BIT shall be liable for the acts of the other, and they shall not be liable for the acts of participating students in the Program.

6) Subject to the governing law of each Institutions’ jurisdiction regarding public records, the Institutions agree not to use or disclose to anyone information belonging to the other party which is disclosed in connection with this Agreement which is of confidential nature and agree not to make any announcements of any nature in respect of this Agreement without the consent of the other party hereto.

7) Either party may terminate this Agreement for any reason upon nine (9) months’ prior written notice to the other. If the agreement will be discontinued, a teach-out plan will be required for those students remaining in the program.

8) This Agreement shall remain subject to laws and regulations of both countries.

9) This agreement is for a period of five years, unless otherwise specified. Prior to the end of the fifth year the agreement must be reviewed and re-approved if requesting an extension. Upon the scheduled review date, responses to review criteria will be required to be completed and provided to the university review committee. If the agreement will be discontinued, a teach-out plan will be required for those students remaining in the program.
SIGNATURES

Executive Vice Chancellor and Provost
North Carolina State University

Vice President
Beijing Institute of Technology

Signature: ______________________
Dr. Warwick Arden

Date: 05/18/2020

Signature: ______________________
Changle Xiang

Date:

Dean, Graduate School
North Carolina State University

Director of Academic Affairs
Beijing Institute of Technology

Signature: ______________________
Dr. Peter Harries

Date: 05/04/2020

Signature: ______________________
Ping Li

Date:

Dean, College of Sciences
North Carolina State University

Dean, of School of Mathematics and Statistics, Beijing Institute of Technology

Signature: ______________________
Dr. Christine McGahan

Date: 04/30/2020

Signature: ______________________
Yubin Tian

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

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

**Completed Proposal**

**Endorsed By:**

*See signature on routing form*  
1/10/2020

Head, Department/Program  
Date

**Recommended By:**

*See signature on routing form*  
4/15/2020

Chair, College Curriculum Committee  
Date

**Endorsed By:**

*See signature on routing form and agreement*  
4/27/2020, 4/30/2020

College Dean  
Date

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

**Recommended By:**

*Not applicable*

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

**Recommended By:**

*See signature on routing form*  
1/10/2020

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

**Approved By:**

*See signature on agreement*  
5/4/2020

Dean, DASA or the Graduate School  
Date

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

**Recommended By:**

Duane K. Larick  
5/15/2020

Council of Deans  
Date

**Approved By:**

Executive Vice Chancellor and Provost  
5/18/2020

Date

**Approved By:**

Chancellor  
6/21/2020

*Updated 04/11/2019*
MEMORANDUM OF AGREEMENT FOR “3+X” PROGRAM

BETWEEN

NORTH CAROLINA STATE UNIVERSITY
RALEIGH, NC, U. S. A.

AND

NORTHEASTERN UNIVERSITY
SHENYANG CITY, CHINA

This Agreement is to formalize the academic exchange between North Carolina State University (hereafter referred to as NC State) and Northeastern University (hereafter referred to as NEU) for a 3+X Master’s program. The two institutions subscribe to the statement of principles and procedures given below and to the terms of agreement regarding the responsibilities of each institution. This agreement is based on a spirit of cooperation, reciprocity, and of mutual benefit to both parties.

Both Universities wish to enter into an arrangement as set forth below:

1. Undergraduate students who complete three (3) years of studies at NEU and one semester of studies at NC State that result in a bachelor’s degree from NEU may be considered for enrollment in an NC State Master’s degree program (non-thesis) (hereafter referred to as the Program).

2. The Program may be completed within two (2) years. While non-thesis MS degrees may be completed in three (3) additional semesters, thesis degrees may require more time due to the schedule of graduate course offerings during the academic year or any necessary prerequisite courses, or optional elective courses the student may take.

3. Admission to the Master’s program is contingent upon the student meeting the relevant entry requirements as established by NC State and the degree program to which they are applying.

4. Upon successful completion of NC State’s Master’s program, NEU students may be accepted into NEU’s PhD programs provided they pass the relevant entry exam set by NEU.

Both Universities have agreed to the terms and conditions stated below.
ENTRY AGREEMENT FOR 3+X PROGRAM

(1) NEU will select qualified rising senior (final year) students at the end of their first semester in their third year of education to attend NC State for their fourth year of study. Prior to commencing studies at NC State, NEU students need to have:
   a) completed the third year of the bachelor’s program at NEU and achieved an overall GPA (Grade Point Average) of more than 3.0 on a 4.0 scale;
   b) obtained minimum TOEFL or IELTS scores or acceptable English proficiency assessment needed for entry into the GTI certificate program during their first semester at NC State with the expectation that each student will achieve the minimum TOEFL score required for admission into a graduate program prior to matriculation;
   c) obtained an official written recommendation statement from NEU confirming the student has successfully passed the NEU evaluation.

(2) This 3+X Master’s program will focus on existing degree programs offered by NC State’s College of Sciences (see the list below for current Master’s programs). The specific Master’s programs offered in any given year may depend on the interests of NEU students and specific course availability at NC State.

 Participating Master’s Programs in the Department of Mathematics in the College of Sciences at NC State:
   • Master of Financial Mathematics
   • Master of Science in Mathematics
   • Master of Science in Applied Mathematics

(3) The number of admitted students will be negotiated annually by the department and NEU. This Program plans to admit up to 10 students per year in the first phase (years 1 and 2) of this program, with students coming to NC State in Fall 2020. Depending on the total number of applicants from NEU, this number may increase.

(4) NC State will evaluate those selected NEU students using NC State’s undergraduate admission standards for their qualifications. NC State faculty may conduct an on-site interview to ensure student quality. The selected students who meet both NC State and the Program’s entry qualifications will begin studies at NC State as “GTI Certificate students” in the Global Training Initiative (GTI) program.

(5) As NC State’s policy does not allow admitting students into graduate programs prior to completion of their bachelor’s degrees, students will apply to both the Graduate School for “preliminary admission” and the GTI Certificate Program for admission. The combined application will involve the standard Graduate School application portal. Additionally, 3+X partner universities will email a list of students from their university
who are applying to the Graduate School so that their applications can be appropriately tracked. If admitted by GTI and granted preliminary admission by the Graduate School, students will matriculate into the GTI Certificate Program for their first semester at NC State and will be considered for full time Graduate School admission at the end of their first semester.

(6) After they have successfully completed the course work needed to complete their bachelor’s degree (minimum 12 credit hours) as GTI Certificate students at NC State, NEU will grant each of these students a statement that the student has completed the bachelor’s degree requirements in their respective discipline. They must also provide a final NEU transcript once the bachelor’s degree has been conferred. The NEU transcript must show that the bachelor’s degree was granted as well.

(7) NC State will officially review the records of NEU students for admission to the NC State Master’s degree program upon completion of the GTI semester and certification of bachelor’s degree.

(8) The typical non-thesis Master’s program at NC State requires 30-36 credit hours of coursework, as outlined in the appendix. It is required that at least 18 credit hours be taken after the student is admitted into the program at NC State.

(9) NEU students will pay out-of-state tuition, fees and living expenses during their studies at NC State. Current NC State tuition and fee rates are available for reference online (https://studentservices.ncsu.edu/your-money/tuition-and-fees/). To complete the Program in one (1) year, it is anticipated that students may also need to register for a minimum of six (6) credits during the Summer Session(s). NC State may provide guidance and logistical support with student housing and other relevant arrangements. The amount of living expenses may vary depending on the type of housing and living preferences.

(10) Upon successful completion of all program requirements, students will be granted the Master’s degree by NC State.

(11) Graduates who return to NEU with their Master’s degree may enter NEU’s Ph.D. programs should they meet the relevant requirements set by NEU.

(12) Graduates who want to enter a Ph.D. program at NC State will be required to apply following the normal application procedures and admission requirements set by NC State.

GENERAL AGREEMENT

1) This Agreement represents the entire understanding between the parties and supersedes all other arrangements. This Agreement may only be changed with the written consent
of both parties.

2) If either party shall temporarily fail to enforce any provision of this Agreement such temporary forbearance shall not constitute a waiver.

3) The two parties shall be in regular communication to resolve any problems or issues relating to this agreement.

4) Neither party may assign, transfer or sub-contract its commitments under this Agreement.

5) The relationship of NC State and NEU under this Agreement shall be that of independent contractors, and a party shall not be deemed, nor hold itself out as being a partner or agent of the other party. In addition, neither NC State nor NEU shall be liable for the acts of the other, and they shall not be liable for the acts of participating students in the Program.

6) Subject to the governing law of each Institutions’ jurisdiction regarding public records, the Institutions agree not to use or disclose to anyone information belonging to the other party which is disclosed in connection with this Agreement which is of confidential nature and agree not to make any announcements of any nature in respect of this Agreement without the consent of the other party hereto.

7) Either party may terminate this Agreement for any reason upon nine (9) months’ prior written notice to the other. If the agreement will be discontinued, a teach-out plan will be required for those students remaining in the program.

8) This Agreement shall remain subject to laws and regulations of both countries.

9) This agreement is for a period of five years, unless otherwise specified. Prior to the end of the fifth year the agreement must be reviewed and re-approved if requesting an extension. Upon the scheduled review date, responses to review criteria will be required to be completed and provided to the university review committee. If the agreement will be discontinued, a teach-out plan will be required for those students remaining in the program.
SIGNATURES

Executive Vice Chancellor and Provost  
North Carolina State University

Signature: __________________________
Dr. Warwick Arden

Date: ______________

Vice President  
Soochow University

Signature: __________________________
Xiaohong Zhang

Date: ______________

Dean, Graduate School  
North Carolina State University

Signature: __________________________
Dr. Peter Harries

Date: ______________

Dean, School of Mathematical Sciences  
Soochow University

Signature: __________________________
Ying Zang

Date: ______________

Dean, College of Sciences  
North Carolina State University

Signature: __________________________
Dr. M. Christine McGahan

Date: ______________


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

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

**Completed Proposal**
**Endorsed By:**
See signature on routing form 1/10/2020
Head, Department/Program Date

**Recommended By:**
See signature on routing form 4/15/2020
Chair, College Curriculum Committee Date

**Endorsed By:**
See signature on routing form and agreement 4/27/2020, 4/30/2020
College Dean Date

Proposal moves to Undergraduate or Graduate office for routing
**Recommended By:**
Not applicable
Vice Provost, DELTA (if DE degree/certificate) Date

**Recommended By:**
See signature on routing form 1/10/2020
Chair, University Courses & Curricula Committee or Administrative Board of the Graduate School Date

**Approved By:**
See signature on agreement 5/4/2020
Dean, DASA or the Graduate School Date

Proposal moves to the Executive Vice Chancellor and Provost’s office for routing
**Recommended By:**
Duane K. Larick 5/15/2020
Council of Deans Date

**Approved By:**
Warwick Arden 05/18/2020
Executive Vice Chancellor and Provost Date

**Approved By:**
Chancellor

Updated 04/11/2019
MEMORANDUM OF AGREEMENT FOR “3+X” PROGRAM

BETWEEN

NORTH CAROLINA STATE UNIVERSITY
RALEIGH, NC, U. S. A.

AND

SOOCHOW UNIVERSITY
SUZHOU, CHINA

This Agreement is to formalize the academic exchange between North Carolina State University (hereafter referred to as NC State) and Soochow University (hereafter referred to as SUDA) for a 3+X Master’s program. The two institutions subscribe to the statement of principles and procedures given below and to the terms of agreement regarding the responsibilities of each institution. This agreement is based on a spirit of cooperation, reciprocity, and of mutual benefit to both parties.

Both Universities wish to enter into an arrangement as set forth below:

1. Undergraduate students who complete three (3) years of studies at SUDA and one semester of studies at NC State that result in a bachelor’s degree from SUDA may be considered for enrollment in an NC State Master’s degree program (non-thesis) (hereafter referred to as the Program).

2. The Program may be completed within two (2) years. While non-thesis MS degrees may be completed in three (3) additional semesters, thesis degrees may require more time due to the schedule of graduate course offerings during the academic year or any necessary prerequisite courses, or optional elective courses the student may take.

3. Admission to the Master’s program is contingent upon the student meeting the relevant entry requirements as established by NC State and the degree program to which they are applying.

4. Upon successful completion of NC State’s Master’s program, SUDA students may be accepted into SUDA’s PhD programs provided they pass the relevant entry exam set by SUDA.

Both Universities have agreed to the terms and conditions stated below.

ENTRY AGREEMENT FOR 3+X PROGRAM
(1) SUDA will select qualified rising final year students at the end of their first semester in their third year of education to attend NC State for their fourth year of study. Prior to commencing studies at NC State, SUDA students need to have:
   a) completed the third year of the bachelor’s program at SUDA and achieved an overall GPA (Grade Point Average) of more than 3.0 on a 4.0 scale;
   b) obtained minimum TOEFL or IELTS scores or acceptable English proficiency assessment needed for entry into the GTI certificate program during their first semester at NC State with the expectation that each student will achieve the minimum TOEFL score required for admission into a graduate program prior to matriculation;
   c) obtained an official written recommendation statement from SUDA confirming the student has successfully passed the SUDA evaluation.

(2) This 3+X Master’s program will focus on existing degree programs offered by NC State’s College of Sciences (see the list below for current Master’s programs). The specific Master’s programs offered in any given year may depend on the interests of SUDA students and specific course availability at NC State.

Participating Master’s Programs in the Department of Mathematics in the College of Sciences at NC State:
   • Master of Financial Mathematics
   • Master of Science in Mathematics
   • Master of Science in Applied Mathematics

(3) The number of admitted students will be negotiated annually by the department and SUDA. This Program plans to admit up to 10 students per year in the first phase (years 1 and 2) of this program, with students coming to NC State in Fall 2020. Depending on the total number of applicants from SUDA, this number may increase.

(4) NC State will evaluate those selected SUDA students using NC State’s undergraduate admission standards for their qualifications. NC State faculty may conduct an on-site interview to ensure student quality. The selected students who meet both NC State and the Program’s entry qualifications will begin studies at NC State as “GTI Certificate students” in the Global Training Initiative (GTI) program.

(5) As NC State’s policy does not allow admitting students into graduate programs prior to completion of their bachelor’s degrees, students will apply to both the Graduate School for “preliminary admission” and the GTI Certificate Program for admission. The combined application will involve the standard Graduate School application portal. Additionally, 3+X partner universities will email a list of students from their university who are applying to the Graduate School so that their applications can be appropriately tracked. If admitted by GTI and granted preliminary admission by the Graduate School,
students will matriculate into the GTI Certificate Program for their first semester at NC State and will be considered for full time Graduate School admission at the end of their first semester.

(6) As GTI Certificate students they will be expected to register full-time (minimum 12 credit hours) and to take the required courses that are designed for the specific Program as well as the required GTI 401 Colloquium. Credit and non-credit English courses are also available during this first semester. GTI accepts CET 6 and Duolingo scores as well as slightly lower TOEFL and IELTS scores than the Graduate School. Therefore, if they have not already obtained a Graduate School required passing score, students will have the opportunity to take the TOEFL or IELTS after arrival but must submit an acceptable test score prior to October 1 of their GTI semester.

(7) After they have successfully completed the course work needed to complete their bachelor’s degree (minimum 12 credit hours) as GTI Certificate students at NC State, Soochow will grant each of these students a statement that the student has completed the bachelor’s degree requirements in their respective discipline. They must also provide a final SUDA transcript once the bachelor’s degree has been conferred. The SUDA transcript must show that the bachelor’s degree was granted as well.

(8) NC State will officially review the records of SUDA students for admission to the NC State Master’s degree program upon completion of the GTI semester and certification of bachelor’s degree.

(9) The typical non-thesis Master’s program at NC State requires 30-36 credit hours of coursework, as outlined in the appendix. It is required that at least 18 credit hours be taken after the student is admitted into the program at NC State.

(10) SUDA students will pay out-of-state tuition, fees and living expenses during their studies at NC State. Current NC State tuition and fee rates are available for reference online (https://studentservices.nSoochow.edu/your-money/tuition-and-fees/). To complete the Program in one (1) year, it is anticipated that students may also need to register for a minimum of six (6) credits during the Summer Session(s). NC State may provide guidance and logistical support with student housing and other relevant arrangements. The amount of living expenses may vary depending on the type of housing and living preferences.

(11) Upon successful completion of all program requirements, students will be granted the Master’s degree by NC State.

(12) Graduates who return to SUDA with their Master’s degree may enter SUDA’s Ph.D. programs should they meet the relevant requirements set by Soochow.

(13) Graduates who want to enter a Ph.D. program at NC State will be required to apply
following the normal application procedures and admission requirements set by NC State.

**GENERAL AGREEMENT**

1) This Agreement represents the entire understanding between the parties and supersedes all other arrangements. This Agreement may only be changed with the written consent of both parties.

2) If either party shall temporarily fail to enforce any provision of this Agreement such temporary forbearance shall not constitute a waiver.

3) The two parties shall be in regular communication to resolve any problems or issues relating to this agreement.

4) Neither party may assign, transfer or sub-contract its commitments under this Agreement.

5) The relationship of NC State and SUDA under this Agreement shall be that of independent contractors, and a party shall not be deemed, nor hold itself out as being a partner or agent of the other party. In addition, neither NC State nor SUDA shall be liable for the acts of the other, and they shall not be liable for the acts of participating students in the Program.

6) Subject to the governing law of each Institutions’ jurisdiction regarding public records, the Institutions agree not to use or disclose to anyone information belonging to the other party which is disclosed in connection with this Agreement which is of confidential nature and agree not to make any announcements of any nature in respect of this Agreement without the consent of the other party hereto.

7) Either party may terminate this Agreement for any reason upon nine (9) months’ prior written notice to the other. If the agreement will be discontinued, a teach-out plan will be required for those students remaining in the program.

8) This Agreement shall remain subject to laws and regulations of both countries.

9) This agreement is for a period of five years, unless otherwise specified. Prior to the end of the fifth year the agreement must be reviewed and re-approved if requesting an extension. Upon the scheduled review date, responses to review criteria will be required to be completed and provided to the university review committee. If the agreement will be discontinued, a teach-out plan will be required for those students remaining in the program.
SIGNATURES

Executive Vice Chancellor and Provost  
North Carolina State University

Vice President  
Northeastern University

Signature: ____________________________  
Dr. Warwick Arden

Date: 05/18/2020

Signature: ____________________________  
Dr. Jianhua Wang

Date: ________________________________

Dean, Graduate School  
North Carolina State University

Vice Director, Academic Affairs  
Northeastern University

Signature: ____________________________  
Dr. Peter Harries

Date: 5/4/2020

Signature: ____________________________  
Dr. Lin Xu

Date: ________________________________

Dean, College of Sciences  
North Carolina State University

Associate Dean of School of Science  
Northeastern University

Signature: ____________________________  
Dr. M. Christine McGahan

Date: 4/30/2020

Signature: ____________________________  
Dr. Yanrui Sun

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

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

**Completed Proposal**

**Endorsed By:**

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

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<td>or Administrative Board of the Graduate School</td>
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**Approved By:**

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

**Recommended By:**

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<td>Council of Deans</td>
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**Approved By:**

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<th>Warwick Arden</th>
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**Approved By:**

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<th>6/2/20</th>
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*Updated 04/11/2019*
MEMORANDUM OF AGREEMENT FOR “3+X” PROGRAM

BETWEEN

NORTH CAROLINA STATE UNIVERSITY
RALEIGH, NC, U. S. A.

AND

SHANGHAI UNIVERSITY OF ENGINEERING SCIENCE, CHINA

This Agreement is to formalize the academic exchange between North Carolina State University (hereafter referred to as NC State) and Shanghai University of Engineering Science (hereafter referred to as SUES) for a 3+X Master’s program. The two institutions subscribe to the statement of principles and procedures given below and to the terms of agreement regarding the responsibilities of each institution. This agreement is based on a spirit of cooperation, reciprocity, and of mutual benefit to both parties.

Both Universities wish to enter into an arrangement as set forth below:

1. Undergraduate students who complete three (3) years of studies at SUES and one semester of studies at NC State that result in a bachelor’s degree from SUES may be considered for enrollment in an NC State Master’s degree program (non-thesis) (hereafter referred to as the Program).

2. Completion may require a minimum of 3 semester, although additional semesters may be required due to the schedule of graduate course offerings during the academic year, any necessary pre-requisite courses, or optional elective courses the student may take.

3. Admission to the Master’s program is contingent upon the student meeting the relevant entry requirements as established by NC State and the degree program to which they are applying.

4. Upon successful completion of NC State’s Master’s program, SUES students may be accepted into SUES’s PhD programs provided they pass the relevant entry exam set by SUES.

Both Universities have agreed to the terms and conditions stated below.
ENTRY AGREEMENT FOR 3+X PROGRAM

(1) SUES will select qualified rising final year students at the end of the first semester of their third year of SUES enrollment to attend NC State for their fourth year of study. Prior to commencing studies at NC State, SUES students need to have:

a) completed the third year of the bachelor’s program at SUES and achieved an overall GPA (Grade Point Average) of at least 3.0 on a 4.0 scale;

b) obtained minimum TOEFL or IELTS scores or acceptable English proficiency assessment needed for entry into the GTI certificate program during their first semester at NC State with the expectation that each student will achieve the minimum TOEFL score required for admission into a graduate program at NC State, as listed online, prior to matriculation;

c) obtained an official written recommendation statement from SUES confirming the student has successfully passed the SUES evaluation.

(2) This 3+X Master’s program will focus on the existing degree programs offered by NC State’s Wilson College of Textiles (see the list below for current Master’s programs). The specific Master’s programs offered in any given year may depend on the interests of SUES students and specific course availability at NC State.

Participating Master’s Programs in the Wilson College of Textiles at NC State are: the Master of Science in Textile Chemistry, the Master of Science in Textile Engineering, the Master of Science in Textiles and the Master of Textiles.

(3) The number of admitted students will be negotiated annually. The SUES 3+X program plans to admit up to 5 students per year in the first phase (years 1 and 2) of this program, with students coming to NC State in Fall 2021. Depending on the total number of applicants from SUES, this number may increase.

(4) NC State will evaluate those selected SUES students using NC State’s admission standards for their qualifications. NC State faculty may conduct an on-site or online (video-conferencing) interview to ensure student quality. The selected SUES students who meet both NC State and the Program’s entry qualifications will begin studies at NC State as “GTI Certificate students” in the Global Training Initiative (GTI) program.

(5) As NC State’s policy will not allow admitting students into graduate programs prior to completion of their BS degrees, these admitted students will first apply
to and matriculate via the GTI Certificate Program for the first (fall) semester (and may come during an optional “early start” program in July). As GTI Certificate students they will be expected to register full-time (minimum 12 credit hours) and to take the required courses that are designed for the specific Program as well as the required GTI 401 Colloquium. Credit and non-credit English courses are also available during this first semester and students will have the opportunity to take the TOEFL or other standardized tests after arrival, but prior to October 15. The GTI has a separate on-line application process, which must be completed before a student visa certificate can be issued. See http://www.ncsu.edu/gti for more information.

(6) As GTI Certificate students they will be expected to register full-time (minimum 12 credit hours) and to take the required courses that are designed for the specific Program as well as the required GTI 401 Colloquium. Credit and non-credit English courses are also available during this first semester. GTI accepts CET 6 and Duolingo scores as well as slightly lower TOEFL and IELTS scores than the Graduate School at NC State as listed online. Therefore, if they have not already obtained a Graduate School required passing score, students will have the opportunity to take the TOEFL or IELTS after arrival but must submit an acceptable test score prior to October 1 of their GTI semester.

(7) After they have successfully completed the course work needed to complete their bachelor’s degree (minimum 12 credit hours) as GTI Certificate students at NC State, SUES will grant each of these students a statement that the student has completed the bachelor’s degree requirements in their respective discipline. Students will be required to provide an official letter from SUES indicating the bachelor’s degree requirements are satisfied prior to being approved for the Program. They must also provide a final transcript once the bachelor’s degree has been conferred.

(8) NC State will officially review the records of SUES students for admission to the Wilson College of Textiles graduate program upon completion of the GTI semester and certification of bachelor’s degree.

(9) The typical non-thesis Master’s program at the Wilson College of Textiles at NC State requires 30-36 credit hours of coursework, depending on specific program. Each of the graduate programs in the College of Textiles has specific degree requirements, as outlined in the Appendix. NC State requires that at least 18 credit hours for a Master’s degree have to be taken after students have been admitted into the Master’s program at NC State.

(10) SUES students will pay out-of-state tuition and fees and have sufficient funds for living expenses during their studies at NC State (see https://studentservices.ncsu.edu/your-money/financial-aid/estimated-cost-of-
attendance/graduate-student/ for estimated cost of attendance). Current NC State tuition and fee rates are available for reference online (https://studentservices.ncsu.edu/your-money/tuition-and-fees/). To complete the Program in one year, it is anticipated that students may also need to register for a minimum of six credits during the Summer session(s). NC State may provide guidance and logistical support with student housing and other relevant arrangements. The amount of living expenses required will vary depending on the type of housing and living preferences.

(11) Upon successful completion of all program requirements students will be granted the Master’s degrees by NC State.

(12) Graduates who return to SUES with their Master’s degree may enter SUES’s Ph.D. programs should they meet the relevant requirements set by SUES.

(13) Graduates who want to enter a Ph.D. program at NC State will be required to apply following the normal application procedures and admission requirements set by NC State.
GENERAL AGREEMENT

1) This Agreement represents the entire understanding between the parties and supersedes all other arrangements. This Agreement may only be changed with the written consent of both parties.

2) If either party shall temporarily fail to enforce any provision of this Agreement such temporary forbearance shall not constitute a waiver.

3) The two parties shall be in regular communication to resolve any problems or issues relating to this agreement.

4) Neither party may assign, transfer or sub-contract its commitments under this Agreement.

5) The relationship of NC State and SUES under this Agreement shall be that of independent contractors, and a party shall not be deemed, nor hold itself out as being a partner or agent of the other party. In addition, neither NC State nor SUES shall be liable for the acts of the other, and they shall not be liable for the acts of participating students in the Program.

6) Subject to the governing law of each Institutions’ jurisdiction regarding public records, the Institutions agree not to use or disclose to anyone information belonging to the other party which is disclosed in connection with this Agreement which is of confidential nature and agree not to make any announcements of any nature in respect of this Agreement without the consent of the other party hereto.

7) Either party may terminate this Agreement for any reason upon nine months’ prior written notice to the other. If the agreement will be discontinued, a teach-out plan will be required for those students remaining in the program.

8) This Agreement shall remain subject to laws and regulations of both countries.

9) This agreement is for a period of five years, unless otherwise specified. Prior to the end of the fifth year the agreement must be reviewed and re-approved if requesting an extension. Upon the scheduled review date, responses to review criteria will be required to be completed and provided to the university review committee. If the agreement will be discontinued, a teach-out plan will be required for those students remaining in the program.
SIGNATURES

Executive Vice Chancellor and Provost  Vice President
North Carolina State University  Shanghai University of Engineering
Science

Signature: ________________________  Signature: ________________________
Dr. Warwick Arden  Dr. Xia Chunming

Date: __________________________  Date: __________________________
Dean, Graduate School  Dean, School of Textiles and Fashion
North Carolina State University  Shanghai University of Engineering
Science

Signature: ________________________  Signature: ________________________
Dr. Peter Harries  Dr. Xie Hong

Date: __________________________  Date: __________________________
Dean, Wilson College of Textiles  Dean, School of Textiles and Fashion
North Carolina State University  Shanghai University of Engineering
Science

Signature: ________________________
Dr. David Hinks

Date: __________________________
APPENDICES  - Program Reference Documents

The appendices below contain guidelines for the available Masters programs and may serve as a general reference for these programs. The Graduate School and Wilson College handbooks for Graduate students must be used as formal references, and not the informative text below, as courses and detailed procedures are subject to change.

Appendix I: Degree Requirements for Master of Science in Textiles (MS)

Master of Science – Textiles

The Master of Science in Textiles (MS) prepares students for industry positions. Students interested in continuing with a Ph.D. in Textile Technology and Management (TTM) or Fiber and Polymer Science (FPS) are also encouraged to pursue the MS degree. The MS degree requires a minimum of 36 hours including a thesis and typically takes 2 years to complete.

MS DEGREE REQUIREMENTS:
1. Students should form a thesis committee and have an approved Plan of Work (POW) by the end of the second semester (for full time students).
2. Thesis committee composition:
   - A minimum of three NC State Graduate Faculty members;
   - The committee chair must be a graduate faculty member in TATM; and
   - If the student has a minor, one committee member needs to represent the minor.
3. Students must successfully pass the thesis defense to graduate.
4. A minimum of 36 credit hours are required to earn the degree.
5. A maximum of 12 credit hours of relevant courses taken as non-degree studies (NDS) may be included in the program with the approval of the student’s thesis committee.
6. Two (2) credit hours of TTM 601 (graduate seminar) are required for the degree. No more than 2 hours of TTM 601 count toward the degree.
7. A total of 6-10 credit hours of 600 level courses (TT/TTM 630, 693, 695) in the major for research and independent study can count towards the degree.
8. A maximum of nine (9) credit hours of supporting course work from outside the Department are allowed to count towards the degree. This may be increased to a maximum of 12 hours for students taking 6-credit hour classes in the College of Design.
9. All course work toward the degree must be at the 500 level or above. However, up to 3 credit hours of advanced undergraduate 400 level coursework from outside of the department may be allowed on the plan of work.
10. Each specialization requires a minimum of 15 credit hours of TT/TTM course work at the 500 or 700 levels.
11. If a minor is selected, a minimum of nine (9) hours must be taken in the minor area and nine (9) hours are counted toward the degree requirement.
12. The degree must be completed within six (6) years of the date of the first course completed that is on the Plan of Work. Students must be continuously enrolled once they begin their graduate program. Students may request a leave of absence from the program for one semester at a time; two (2) semesters maximum.

13. Graduate students must maintain a minimum 3.0 GPA to remain in the program and have a minimum 3.0 GPA at the time of graduation.

Students must meet all the rules outlined in the Graduate School Administrative Handbook.

Specific course requirements for specializations are as follows (not all courses are offered every semester and/or may be cancelled):

**RECOMMENDED FOCUS IN TEXTILE DESIGN & FASHION DESIGN**
- TT 551- Advanced Woven Fabric Design & Structures
- TT 570- Textile Digital Design and Technology
- TTM 510- Apparel Technology Management
- TTM 515- Apparel Production
- TTM 517- Advanced Computer-Aided-Design for Fashion
- TT/TTM 591- Special Studies
- TT/TTM 630- Independent Study
- TT/TTM 632- Special Studies in Tex. Prod. Development
- TT/TTM 676- Special Projects

**RECOMMENDED FOCUS IN BRANDING & RETAIL**
- TTM 561- Strategic Technology Management in the Tex. Complex
- TTM 573- Management of Textile Product Development
- TTM 582- Global Text. Brand Management and Marketing
- TTM 583- Strategic Planning for Textile Firms
- TTM 585- Market Research In Textiles
- TTM 588 – Global Perspectives in Textile Supply Chain Management
- TT/TTM 591- Special Studies
- TT/TTM 630- Independent Study
- TT/TTM 676- Special Projects

**RECOMMENDED FOCUS IN TEXTILE TECHNOLOGY**
- TT 504- Introduction to Nonwovens Processes and Products
- TT 520- Yarn Processing Dynamics
- TT 530- Textile Quality and Process Control
- TT 541- Theory and Practice Of Knitted Fabric Production and Control
- TT 550- Production Mechanics and Properties of Woven Fabrics
- TT/TTM 591- Special Studies
- TT/TTM 630- Independent Study
- TT/TTM 676- Special Projects

**RECOMMENDED FOCUS IN TEXTILE MANAGEMENT**
- TTM 530- Textile Quality and Process Control
- TTM 533- Lean Six Sigma Quality
- TTM 535 – Research Methods and Management
- TTM 561- Strategic Technology Management in the Tex. Complex
- TTM 581 – Global Textile and Apparel Business Dynamics
- TTM 583- Strategic Planning for Textile Firms
- TTM 591- Special Studies
- TTM 630- Independent Study

**OTHER SPECIALIZATIONS**
- Multiple Specializations
- Use the optional 9 hours outside the department
- Use TT/TTM 591, TT/TTM 630, & TT/TTM 676 (12 hours) to structure a focus
Appendix II: Degree Requirements for Master of Textiles (MT)

Master of Textiles (MT): On-Campus
The Master of Textiles (MT) is a non-thesis degree that can be completed in only two semesters (1 year) of full-time on campus study or up to a maximum of six (6) years through distance education. The program is also available entirely via distance education and may be completed on a part time basis. The degree requires a minimum of 30 credit hours.

MT DEGREE REQUIREMENTS:
1. Students must work with an adviser throughout the program. A Graduate Committee is not required.
2. Students must submit a Plan of Work (POW) by the end of their first semester.
3. A minimum of 30 credit hours is required to complete the degree.
4. A maximum of six (6) credit hours independent study courses, TT/TTM 630/632, are allowed to count towards the degree.
5. A maximum of 12 credit hours of relevant courses taken as non-degree studies (NDS) may be included in the program with the approval of the student’s adviser.
6. TTM 601 (Graduate Seminar) is not required for the degree. Students are allowed to take TTM 601, but no more than 2 credit hours of TTM 601 count toward the degree.
7. No minor can be declared.
8. Nine (9) credit hours of supporting coursework from outside the Department are allowed on the Plan of Work. This may be increased to 12 hours for students taking 6-credit hour classes in the College of Design.
9. All course work must be at the 500 level or above. However, up to 3 credit hours of advanced undergraduate 400 level coursework from outside of the department may be allowed on the Plan of Work.
10. The degree must be completed within six (6) years of the date of the first course included in the Plan of Work. Students must be continuously enrolled once they begin their graduate program. Students may request a leave of absence from the program for one semester at a time; two (2) semesters maximum.
11. Graduate students must maintain a minimum 3.0 GPA to remain in the program and must have a 3.0 GPA or higher at the time of graduation.

Students must meet all the rules outlined in the Graduate School Administrative Handbook

RECOMMENDED FOCUS IN TEXTILE DESIGN & FASHION DESIGN
- TT 551- Advanced Woven Fabric Design & Structures
- TT 570- Textile Digital Design and Technology
- TTM 510- Apparel Technology Management
- TTM 515- Apparel Production
- TTM 517- Advanced Computer-Aided-Design for Fashion
- TT/TTM 591- Special Studies
- TT/TTM 630- Independent Study
- TT/TTM 632- Special Studies in Tex. Prod. Development
- TT/TTM 676- Special Projects

**RECOMMENDED FOCUS IN BRANDING & RETAIL**
- TTM 561- Strategic Technology Management in the Tex. Complex
- TTM 573- Management of Textile Product Development
- TTM 582- Global Text. Brand Management and Marketing
- TTM 583- Strategic Planning for Textile Firms
- TTM 585- Market Research In Textiles
- TTM 588 – Global Perspectives in Textile Supply Chain Management
- TT/TTM 591- Special Studies
- TT/TTM 630- Independent Study
- TT/TTM 676- Special Projects

**RECOMMENDED FOCUS IN TEXTILE TECHNOLOGY**
- TT 504- Introduction to Nonwovens Processes and Products
- TT 520- Yarn Processing Dynamics
- TT 530- Textile Quality and Process Control
- TT 541- Theory and Practice Of Knitted Fabric Production and Control
- TT 550- Production Mechanics and Properties of Woven Fabrics
- TT/TTM 591- Special Studies
- TT/TTM 630- Independent Study
- TT/TTM 676- Special Projects

**RECOMMENDED FOCUS IN TEXTILE MANAGEMENT**
- TTM 530- Textile Quality and Process Control
- TTM 533- Lean Six Sigma Quality
- TTM 535 – Research Methods and Management
- TTM 561- Strategic Technology Management in the Tex. Complex
- TTM 581 – Global Textile and Apparel Business Dynamics
- TTM 583- Strategic Planning for Textile Firms
- TTM 591- Special Studies
- TTM 630- Independent Study

**OTHER SPECIALIZATIONS**
- Multiple Specializations
- Use the optional 9 hours outside the department
Use TT/TTM 591, TT/TTM 630, & TT/TTM 676 (12 hours) to structure a focus
Appendix III: Degree Requirements for Master of Science in Textile Chemistry (MS TC)

Master of Science in Textile Chemistry (MS TC)
The Master of Science (M.S.) in Textile Chemistry (TC) emphasizes the fundamental principles of polymer science, dyeing and finishing technology, color science, dye chemistry, analytical science, and fiber formation. Our program is highly relevant to many of the chemical, fiber, retail, and textile industries, as well as environmental, medical and forensic science. Some of the active research projects in textile chemistry include study of biomedical applications of polymers, surface treatment and finishing, color perception and imaging, energy harvesting and storage, polymer and fiber science, integration of biotechnology into polymers and fibers, molecular modeling of dyes and fibers, advanced analytical characterization techniques, and environmental sustainability and pollution prevention. Graduates of Textile Chemistry are recruited by a broad range of employers across the globe, including fiber and textile companies, chemical and polymer industries, research and development laboratories, and even state and federal agencies involved with forensic science. Some graduates have also gone onto doctoral programs, particularly in fiber and polymer science (FPS) and textile technology management (TTM).

TC PROGRAM REQUIREMENTS
The Textile Chemistry M.S. degree program has both a thesis and a non-thesis track, as well as an online Distance Education (DE) option, which entail the following:

<table>
<thead>
<tr>
<th>Minimum Number of Credits:</th>
<th>THESIS TRACK</th>
<th>NON-THESIS &amp; DE TRACK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimum Number of Credits:</td>
<td>32+ credit hours</td>
<td>32 credit hours</td>
</tr>
<tr>
<td>Graduate Seminar (TC 601)</td>
<td>2 semesters (2 credit hours)</td>
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</tr>
<tr>
<td>Graduate Coursework</td>
<td>24 credit hours (~8 courses)</td>
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</tr>
<tr>
<td>M.S. Project Work</td>
<td>Thesis and Final Oral Examination (6+ credit hours)</td>
<td>2 semesters of TC 630, independent study (6 credit hours)</td>
</tr>
<tr>
<td>Minimum Committee Structure (All members must be part of the NC State Graduate Faculty)</td>
<td>Chair + 2 Members; two must be part of TC program graduate faculty, one must be outside of TECS core faculty. An optional Co-Chair can be a 4th member</td>
<td>Chair only, selected from TC program graduate faculty</td>
</tr>
<tr>
<td>Total Timeline</td>
<td>3-4 semesters</td>
<td>2-3 semesters</td>
</tr>
<tr>
<td>Eligibility for Assistantships? RA = research assistantship TA = teaching assistantship</td>
<td>RA TA</td>
<td>TA</td>
</tr>
</tbody>
</table>
### Approved Course List for TC M.S. Degree Requirements:

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TC 530</td>
<td>The Chemistry of Textile Auxiliaries</td>
<td>3</td>
</tr>
<tr>
<td>TC (MSE) 561</td>
<td>Organic Chemistry of Polymers</td>
<td>3</td>
</tr>
<tr>
<td>TC 565</td>
<td>Polymer Applications and Technology</td>
<td>3</td>
</tr>
<tr>
<td>TC 589</td>
<td>Special Studies in Textile Engineering Science</td>
<td>3</td>
</tr>
<tr>
<td>TC 704</td>
<td>Fiber Formation—Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>TC 705</td>
<td>Theory of Dyeing</td>
<td>3</td>
</tr>
<tr>
<td>TC 706</td>
<td>Color Science</td>
<td>3</td>
</tr>
<tr>
<td>TC 707</td>
<td>Color Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>TC 720</td>
<td>Chemistry of Dyes and Color</td>
<td>3</td>
</tr>
<tr>
<td>TC (CH,MAT) 762</td>
<td>Physical Chemistry of High Polymer – Bulk Properties</td>
<td>3</td>
</tr>
<tr>
<td>CH</td>
<td>Any course at the 500 level and above</td>
<td>1-4</td>
</tr>
<tr>
<td>TT (NW) 503</td>
<td>Materials, Polymers, and Fibers used in Nonwovens</td>
<td>3</td>
</tr>
<tr>
<td>TE (PY) 570</td>
<td>Polymer Physics</td>
<td>3</td>
</tr>
<tr>
<td>TMS 762</td>
<td>Physical Properties of Fiber Forming Polymers, Fibers &amp; Fibrous Structures</td>
<td>3</td>
</tr>
<tr>
<td>TMS (MSE) 763</td>
<td>Characterization of Structure of Fiber Forming Polymers</td>
<td>3</td>
</tr>
<tr>
<td>FPS 710</td>
<td>Science of Dyeing, Printing, and Finishing</td>
<td>3</td>
</tr>
<tr>
<td>FPS 770</td>
<td>Advances in Polymer Science</td>
<td>3</td>
</tr>
<tr>
<td>BCH 751</td>
<td>Biophysical Chemistry</td>
<td>3</td>
</tr>
<tr>
<td>FB 516</td>
<td>Forest Products Colloids and Surfaces</td>
<td>3</td>
</tr>
<tr>
<td>MSE 565</td>
<td>Introduction to Nanomaterials</td>
<td>3</td>
</tr>
<tr>
<td>MSE (CHE) 761</td>
<td>Polymer Blends and Alloys</td>
<td>3</td>
</tr>
<tr>
<td>MSE 775</td>
<td>Structure of Semicrystalline Polymers</td>
<td>3</td>
</tr>
<tr>
<td>CHE (BEC) 562</td>
<td>Fundamentals of Bio-Nanotechnology</td>
<td>3</td>
</tr>
</tbody>
</table>
### 3+X Program in Textile Chemistry

#### Semester 1: Fall
- **GTI 401**
- **Course 1: Chemistry**
- **Course 2: Chemistry**
- **Course 3**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GTI 401</td>
<td>3</td>
</tr>
<tr>
<td>Course 1</td>
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</tr>
<tr>
<td>Course 2</td>
<td>3</td>
</tr>
<tr>
<td>Course 3</td>
<td>3</td>
</tr>
</tbody>
</table>

| Total Credits | 12 |

#### Semester 2: Spring
- **TC 601: Seminar**
- **Course 4**
- **Course 5**
- **Course 6**
- **TC 630: Independent Study**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TC 601</td>
<td>1</td>
</tr>
<tr>
<td>Course 4</td>
<td>3</td>
</tr>
<tr>
<td>Course 5</td>
<td>3</td>
</tr>
<tr>
<td>Course 6</td>
<td>3</td>
</tr>
<tr>
<td>TC 630</td>
<td>3</td>
</tr>
</tbody>
</table>

| Total Credits | 13 |

#### Summer
- Internship or Research (Optional but recommended)
- Internship or Research (Only if needed)

#### Semester 3: Fall
- **TC 601: Seminar**
- **Course 7**
- **Course 8**
- **TC 630 or TC 695**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TC 601</td>
<td>1</td>
</tr>
<tr>
<td>Course 7</td>
<td>3</td>
</tr>
<tr>
<td>Course 8</td>
<td>3</td>
</tr>
<tr>
<td>TC 630</td>
<td>3</td>
</tr>
</tbody>
</table>

| Total Credits | 10 |

#### Semester 4: Spring
- **TC 695** (Thesis students only, if needed)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TC 695</td>
<td>1-6</td>
</tr>
</tbody>
</table>

| Total Credits | 1-6 |

**Total credits for non-thesis students:** 3 + 32
**Total credits for thesis students:** 3 + 32+ 

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**NOTES:**

1. 12 credits of letter-graded coursework must be chemistry courses at the 500-level or above. Those credits can be any TC (PCC) or CH course for which you meet the prerequisites; other courses can be approved, by writing, by the TECS Director of Graduate Programs, and a pre-approved list is available on the curriculum website given above.

2. 15 credits of letter-graded coursework must be courses at the 500-level or above that are taught by TECS faculty and for which you meet the prerequisites. Those courses could have the prefix: TE, TMS, TT, TC, FPS, or TTM. (Note that not all courses with these prefixes are taught by TECS faculty; if in doubt, please confirm with the TECS Director of Graduate Programs.) If you plan to continue into the FPS or TTM Ph.D. program, consider taking the core courses as part of your M.S. degree.

3. At least 18 credit hours must be letter graded courses at the 500-level or above; no credits below the 400 level will be counted toward the degree.

4. TC 630 versus TC 695: For non-thesis students, please choose TC 630. For thesis-track students, please register your first 3-6 credits of research as independent study (TC 630) as it will help you obtain structure for your project at the initial stages; in addition, it will also give you flexibility to be able to switch to non-thesis in the future.

5. Thesis students must also produce a Master's thesis and unanimously pass an oral examination of it.

6. The maximum number of credits that can be taken in a semester is 15.
   - For students on assistantships (TA or RA), the maximum number of credits that can be taken in a semester is 12 (or 13 if one is TE 601); if you are taking at least one 700-level course, we advise limiting credit load to 10.
   - For students NOT on assistantships, we strongly advise limiting credit load to 12, especially if you are taking at least one 700-level course.

7. The time limit for finishing all Master's degree requirement is 6 years, even if a student received an approved leave of absence. Eligibility for the Graduate Student Support Plan (GSSP) is 4 semesters.
   - Full-time Non-thesis students (Option B) should aim to finish up by no later than the third semester; ABM students have 12 months after their undergraduate degree is conferred.
   - Full-time Thesis students should work with their research advisors to determine their completion date. Thesis students should aim to finish up by the fourth semester, but can take up to a fifth semester if your research project necessitates it; ABM students have 18 months after their undergraduate degree is conferred.
Appendix IV: Degree Requirements for Master of Science in Textile Engineering (MS TE)

Master of Science in Textile Engineering (MS TE)
The Master of Science in Textile Engineering degree program offers unique educational and research opportunities within the domain of textile materials, structures, and technologies, as well as process design. The program is interdisciplinary in nature, drawing upon polymer and fiber science, mathematical sciences, other engineering disciplines, and the physical sciences. Current research activities in textile engineering include inventory and supply chain control, molecular modeling, nonwovens, thermal and protection sciences, polymer and fiber science, biomedical applications of textiles, wearable and smart textiles, textile composites, filtration, nanotextiles, and sustainability.

Graduates of Textile Engineering are recruited by a broad range of employers, including traditional textile areas such as performance athletic wear or outdoor apparel and equipment, or even areas outside of textiles, such as hospitals, research laboratories, or banks. Some graduates have also gone onto doctoral programs, particularly in fiber and polymer science (FPS) and textile technology management (TTM).

TE PROGRAM REQUIREMENTS
The Textile Engineering M.S. degree program has both a thesis and a non-thesis track, which entail the following:

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<thead>
<tr>
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3+X Program in Textile Engineering

[Link: https://textiles.ncsu.edu/tecs/graduate/graduate-resources/tecs-graduate-handbook/#mste-overview]

<table>
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<tr>
<th>Semester 1: Fall</th>
<th>Semester 2: Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>GTI 401</td>
<td>TE 601: Seminar</td>
<td>Internship or Research</td>
</tr>
<tr>
<td>Course 1: <strong>Engineering</strong>&lt;sup&gt;a,b&lt;/sup&gt;</td>
<td>Course 4&lt;sup&gt;a,b&lt;/sup&gt;</td>
<td>(Optional but recommended)</td>
</tr>
<tr>
<td>Course 2: <strong>Engineering</strong>&lt;sup&gt;a,b&lt;/sup&gt;</td>
<td>Course 5&lt;sup&gt;a,b&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>Course 3&lt;sup&gt;a,b,c&lt;/sup&gt;</td>
<td>Course 6&lt;sup&gt;a,b,c&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>Total Credits&lt;sup&gt;a&lt;/sup&gt;</td>
<td>TE 630: Independent Study&lt;sup&gt;c&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 3: Fall</th>
<th>Semester 4: Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>TC 601: Seminar</td>
<td>TE 695&lt;sup&gt;g&lt;/sup&gt;</td>
<td>Internship or Research</td>
</tr>
<tr>
<td>Course 7&lt;sup&gt;a,b&lt;/sup&gt;</td>
<td>(Thesis students only, if needed.)</td>
<td>(Only if needed)</td>
</tr>
<tr>
<td>Course 8&lt;sup&gt;a,b&lt;/sup&gt;</td>
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</tr>
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<td>TE 630 or TE 695&lt;sup&gt;d,e&lt;/sup&gt;</td>
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</tr>
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<tr>
<td>10</td>
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<td></td>
</tr>
</tbody>
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Total credits for non-thesis students: **3 + 32**
Total credits for thesis students: **3 + 32+**

NOTES:

- **a** 12 credits of graded coursework must be engineering courses at the 500-level or above. Those credits can be TE, TMS, or any engineering course for which you meet the prerequisites.
- **b** 15 credits of letter-graded coursework must be courses at the 500-level or above that are taught by TECS faculty and for which you meet the prerequisites. Those courses could have the prefix: TE, TMS, TT, TC, FPS, or TTM. If you plan to continue into the FPS or TTM Ph.D. program, consider taking the core courses as part of your M.S. degree.
- **c** At least 18 credit hours must be letter graded courses at the 500 level or above; no credits below the 400 level will be counted toward the degree.
- **d** TC 630 versus TC 695: For non-thesis students, please choose TC 630. For thesis-track students, please register your first 3-6 credits of research as independent study (TC 630) as it will help you obtain structure for your project at the initial stages; in addition, it will also give you flexibility to be able to switch to non-thesis in the future.
- **e** Thesis students must also produce a Master’s thesis and unanimously pass an oral examination of it.
- **f** The maximum number of credits that can be taken in a semester is 15. **For students on assistantships (TA or RA)**, the maximum number of credits that can be taken in a semester is 12 (or 13 if one is TE 601). **For students taking at least one 700-level course**, we strongly advise limiting credit load to 12 if not on an assistantship, and to 10 for those on assistantships.
- **g** For full-time students:
  - **Non-thesis students (Option B)** should aim to finish up by no later than the third semester; ABM students have 12 months after their undergraduate degree is conferred.
  - **Thesis students** should work with their research advisors to determine their completion date. Thesis students should aim to finish up by the fourth semester, but can take up to a fifth semester if your research project necessitates it; ABM students have 18 months after their undergraduate degree is conferred.