APPENDIX G

THE UNIVERSITY OF NORTH CAROLINA

REQUEST FOR AUTHORIZATION TO ESTABLISH A NEW DISTANCE EDUCATION DEGREE PROGRAM OR SITE (THROUGH WHICH 50% OR MORE OF A DEGREE PROGRAM IS PROVIDED)

INSTRUCTIONS: Fill in the appropriate blanks and expand the electronic version of this form as required to include other more extensive information. Please submit three copies of the proposal to General Administration. As of January 1, 2010 submission of proposals will be electronic.

Date: March 29, 2013

Constituent Institution: East Carolina University
CIP Discipline Specialty Title: General Studies
CIP Discipline Specialty Number: 24.0102 Level: B
Exact Title of the Proposed Degree: Bachelor of Science in University Studies
Degree Abbreviation: BS Proposed Date of Initiation: August 2014

Will this program be completely individual access (*e.g.*, online, videocassette)? Yes
If "yes," primary mode of delivery: Online
If cohort-based, length of time to complete the program (e.g., 18 mos., 2 years) N/A

List any other UNC institutions that offer similar programs in the same location (if requesting a site-based program) or a similar program online or by individual access (if requesting an individual access program):

CIP Code	Program Title	Campus
24.0101	Liberal Studies	UNC Greensboro
24.0102	Interdisciplinary Studies	Winston-Salem State University
24.0199	General Studies and Humanities	NC State University

For the following question, please consult "Guidelines for Alternative, Online, or Distance Education Delivery of approved Degree Programs" from the UNC Policy Manual available on the UNC GA Academic Planning website.

Which SACS COC substantive change procedure applies? (SACS policy on substantive change: http://www.sacscoc.org/pdf/081705/Substantive%20change%20policy.pdf)

One N/A *(prior authorization from SAC; both Appendix F and G should be submitted to COC of SACS by the institution, if applicable)*
Two N/A *(prior notification to SACS; Appendix F should be submitted to COC of SACS by the institution, if applicable)*
Based on the SACS policy on substantive change, by what date should the campus be notified by UNC-GA of authorization to establish? N/A

In 2002, ECU received notification from SACS "Inasmuch as these degree programs are well established at the institution and given the Commissions' approval of technology-mediated instruction at ECU, this delivery mode is included within the scope of the institution's accreditation. No further information is requested."

The following items conform to the information required for SACS Substantive Change Procedure One.

1. Abstract (limit to one page or less)
   Describe the proposed change; its location; initial date of implementation; projected number of students; description of primary target audience; projected life of the program (single cohort [indicate number of years] or ongoing); and instructional delivery methods.

   The University proposes to offer the Bachelor of Science in University Studies in a distance education format beginning August 2013. The program will be delivered via the Internet utilizing Blackboard as the course management system. An initial cohort of 25 students is expected and the program will be ongoing. This degree program should prove advantageous to two particular student populations, i.e., community college transfers and military personnel. Letters of support from area community colleges with large transfer populations and from the Special Warfare Center and School at Ft. Bragg speak to the interest of potential students from these institutions and organizations.

2. Background information
   Provide a clear statement of the nature and purpose of the change in the context of the institution's mission, goals, and strategic plan; evidence of the legal authority for the change (*to be provided by UNC General Administration in authorization letter*).

   For more than 65 years, the mission of East Carolina University has included support of courses and degree programs for students located beyond the borders of the campus. Historically, these off-campus programs were offered at specific sites and outreach centers, often involving the placement of university support staff, teaching faculty, and resources at locations such as military bases and community colleges.

   East Carolina University engaged a variety of resources to establish direction, guiding principles, and support systems required to appropriately respond to the state's commitment to improved access to higher education. Faculty and administrators provided considerable input.

   Major strategies emerging from these planning efforts included:

   - Commitment to focus on delivery of complete academic programs instead of a random selection of courses
   - Commitment to use regular campus faculty, not adjuncts, to deliver most courses
   - Investment in student and faculty support services to facilitate development and deployment of academic programs
   - Investment in an infrastructure and services to support electronically offered courses
   - Development of a planning process prior to approving programs to be offered in distance education format

Distance education is now at the very core of the way ECU operates. The DE initiative has brought an added richness and diversity to the campus. DE funding has brought a significant number of new tenure track faculty members to the campus and has invigorated academic discussions in every academic unit.

Incoming students, traditional and non-traditional, will expect to learn at some level online, if not completely online. ECU's ability to be globally ready, to provide access to all citizens, to improve public education, to serve to transform and sustain the economies of its regions, and to be a major influence in the improvement of healthcare in eastern North Carolina depends on how well it embraces, supports, manages, and deploys distance education and online learning both on campus as well as off campus.

ECU Tomorrow: A Vision for Leadership and Service stands as ECU's long-range strategic plan. This plan approved by the Board of Trustees, sets forth ECU's mission, vision, values, five strategic directions, and core competencies. The UNC Board of Governors approved ECU's new mission statement in November 2009.

ECU's first strategic direction as published in "ECU Tomorrow" is Education for a New Century. Increasing access to higher education is seen as one of the university's core competencies. Listed there are the goals:

- We will expand our distance education programs, delivering a high-quality East Carolina education to the thousands of North Carolinians who cannot be campus residents.
- We will tailor programs to the needs of working adults through distance education models.
- We will make an East Carolina education accessible to prospective students and reach out to those who might otherwise be unable to achieve their educational potential.
- We are committed to increasing access to higher education for all students.

3. Assessment of need and program planning/approval
   Discuss the rationale for the change, including intended audience and an assessment of need (*include results of surveys or special studies)*, evidence of inclusion of the change in the institution's ongoing planning and evaluation processes; and documentation that faculty and other groups were involved in the review and approval of the new site or program.

   The proposed BSUS meets the needs of students whose goals and interests for education are not met by current degree programs. It provides a pathway for personal and professional development by allowing students to craft majors that better fit their intended skill sets. There is an increasing number of students, particularly those who have served in the military, who have attended various institutions and accumulate academic credits that cannot efficiently be applied to more traditional degree programs. Limitations on financial aid for these students prohibit many from completing the requirements for traditional programs. This program will ensure greater access and completion rates for students and provide them the opportunity to succeed in an increasingly competitive environment. It offers avenues for academic innovation and accomplishment of 21st century educational goals regardless of the age, ability or circumstances of students.

The BSUS degree is a unique and distinctive program due to its focus on leadership, a 48 semester-hour thematic core, computer literacy, and a capstone course that includes an internship, project, or research project under the guidance of a faculty mentor.

There are students in every university whose goals and interests for education may not be met for a number of reasons. Included in these reasons are:

- Program requirements change over time. Adult Students who return to the university after an absence face changes in either the required GPA to enter the major or in curriculum requirements of the major.
- Pre-existing degree programs offered by the university do not offer desired "major" or area of concentration. Emergent and/or unique academic/career paths are not covered by the current major/degree programs.
- Grade point average (GPA) requirements are inconsistent between desired major and major declaration requirements. In most of these cases, students do not have a GPA that meets the requirement for entry into the major or the entrance requirements change (often to a higher GPA requirement or a competitive GPA) as students are progressing toward the time to declare the major.

During the 2008-2009 academic year, the university engaged in a year-long Strategic Enrollment Management Task Force (SEMTF) study to help direct East Carolina University (ECU) enrollment planning and student success. Four major issues were identified that impact ECU's success including "Improving Student Retention and Graduation." A key recommendation of the Task Force report, accepted by the ECU Board of Trustees in February 2009, was item 2.7.4. Establish a degree in University Studies.

The 2013-18 UNC Strategic Directions plan calls for very specific actions for which the BSUS program can be a part of the attainment of system-wide goals. For example, Goal 1: Setting Degree Attainment Goals Responsive to State Needs speaks to increasing the percentage of state residents with a bachelor's degree or higher by 6% by 2013 and for North Carolina to be by 2025 one of the top ten most educated states in the nation. Among the strategies for accomplishing this goal are "improving graduation and retention rates and time to graduation..." including re-enrolling those students who have completed some college but have not earned a degree (referred to as 'part-way home' students) and reaching out to active-duty military and veteran students. To reach these populations of students, a more targeted recruitment process, more flexible course delivery and supportive academic advising is critical.

In a survey conducted by Hart Research (January 20, 2010), entitled *"Raising the Bar: Employers' Views on College Learning in the Wake of the Economic Downturn)*," 302 employers indicated the skills and knowledge they wanted from college graduates. Results of the report, which was commissioned by the Association of American Colleges and Universities, indicated they value skills and abilities at least as much as specific major-related skills. Among the skills that they indicate as of increasing value are in the "intellectual and practical" realm:

- The ability to communicate effectively, orally and in writing (89%);
- Critical thinking and analytical reasoning skills (81%);
- The ability to analyze and solve complex problems (75%);
- Teamwork skills and the ability to collaborate with others in diverse group settings (70%);

- The ability to be innovative and creative (70%);
- The ability to locate, organize and evaluate information from multiple sources (68%);
- The ability to work with numbers and understand statistics (63%)

Each of the University's distance education programs begins in the academic department. Faculty members work with staff from the Office of Continuing Studies to begin the planning process. Each program has a coordinator that is a full time faculty member. They develop a program design that includes both the instructional requirements and the academic resources available to meet the needs of a widely dispersed group of students.

They work to insure that prospective students are made aware of the programs available to them and student services to support these programs are incorporated into the planning process. The Office of Institutional Planning, Assessment and Research insures that university surveys are made available to distance education students and that their participation is encouraged.

The proposals are referred to the Academic Program Development Collaborative Team (APDCT), an advisory body to the Academic Council. The Office of Academic Affairs, Office of Institutional Planning, Assessment and Research, Graduate School, Office of Continuing Studies, Division of Research and Graduate Studies, Division of Health Sciences, the Educational Policies and Planning Committee, Undergraduate and Graduate Curriculum Committees as well as the Faculty Chair are represented. A unit proposing a new degree program begins the on campus review process by presenting the appropriate planning and establishing documents to the APDCT, which will collaborate with the unit to strengthen the proposal. The APDCT advises the Provost on all new academic program proposals as well as advises the Dean of the Graduate School on graduate programs under consideration. The Educational Policies and Planning Committee (EPPC) is informed of those recommendations.

The proposal is then reviewed by EPPC, a standing committee of the faculty senate and then referred to the academic council. EPPC oversees the adequacy, balance, and excellence of the University's overall undergraduate and graduate programs; advises the Chancellor on educational policies and organizations, goals, standards and procedures; reviews requests for permission to plan and establish new degree programs.

The Academic Council includes the provost and vice chancellor for academic affairs, the vice chancellor for research and graduate studies, and the vice chancellor for health sciences. The Academic Council considers the APDCT and EPPC recommendations on new academic degree program proposals and makes recommendations to the chancellor.

Provide projected annual headcount enrollment:
Individual access: Years 1) <u>25</u> 2) <u>40</u> 3) <u>60</u> 4)<u>80</u> 5)<u>100</u>

Projected total SCHs (all sites):

Year 1	Student Credit Hours		
Program Category	**UG**	**Master's**	**Doctoral**
Category I			
Category II	450*		
Category III			
Category IV			

Year 2	Student Credit Hours		
Program Category	UG	Master's	Doctoral
Category I			
Category II	720*		
Category III			
Category IV			

Year 3	Student Credit Hours		
Program Category	UG	Master's	Doctoral
Category I			
Category II	1080*		
Category III			
Category IV			

Year 4	Student Credit Hours		
Program Category	UG	Master's	Doctoral
Category I			
Category II	1440*		
Category III			
Category IV			

* This interdisciplinary program will incorporate courses from category I, II, and III

4. Description of the substantive change (as required by SACS)
   Provide a description of the proposed change, including description of the proposed program, specific outcomes and learning objectives and curriculum and schedule of proposed course offering.

   The Bachelor of Science in University studies (BSUS) is a university-wide program designed for students who seek a unique course of study outside traditional majors. This program offers the opportunity for students to develop an integrated, yet individualized, program of study that is personally interesting and professionally relevant within specific institutional guidelines. The BSUS degree is intended for students whose goals and interests for education are not met by current degree programs and offers avenues for academic innovation and accomplishment of 21st century educational goals.

   The BSUS program supports the university's commitment to access by removing barriers to university completion for many students and enhances its ability to provide students with rich opportunities for meeting individual career or academic interests. Specifically, it addresses student success through increased retention and graduation rates, and provides a pathway for personal and professional development by allowing students to craft majors that better fit their intended skill sets. Completion of a degree program in an allotted time frame has become more critical due to the increasing costs of a college education. Currently, undergraduate students are subject to a 50% tuition surcharge once they have attempted 140 semester hours to complete a baccalaureate degree or more than 110% of the credit hours necessary to complete a five-year program.

   The BSUS is not designed to bypass a requirement of an existing program. A Faculty Oversight Committee, representing a diverse group of faculty across the university, will be

chosen to provide attention to the academic integrity of the courses chosen to comprise a thematic core. Care will be taken by the Faculty Oversight Committee that thematic cores are not designed and/or approved that in any way attempt to circumvent existing majors. The academic integrity of the program will be a function of the way in which the Committee provides oversight to the processes and policies that govern the development and implementation of the thematic cores. Examples of possible thematic cores are shown in Appendix A.

The Faculty Oversight Committee (FOC) will be made up of members of the faculty representing each of the colleges that provide undergraduate courses with the exception of the Harriot College of Arts and Sciences, which is to be represented by two faculty members due to the breadth of curriculum programs in the College. The deans of the respective colleges will submit names of faculty for appointment as members of the FOC to the Faculty Senate for approval. Faculty members on the FOC will serve a designated term of service (3 years recommended for initial appointment) not to exceed a span of years to be decided among the Provost and the deans. A system decided upon by the Provost and the deans will provide for staggered terms on the FOC, thus providing for membership that includes members with prior service working with new members.

With guidance from the Faculty Oversight Committee, students seeking the BSUS degree will build a thematic core (an individualized major) for an efficient use of resources. A one-semester-hour gateway course will be developed for the program. This gateway course is intended to (1) acquaint students who choose this degree route to key concepts of an individualized major, (2) allow the self-reflection necessary to focus on this approach to academic study, (3) create a process for writing and review of the thematic core course of study with assistance and advice from faculty and academic advisors, and (4) provide a forum for students to discuss issues of common interest with regard to this academic pathway. Students will also be required to develop a career portfolio that demands research into the self-selected disciplines and the career options available. Requirements of the portfolio include personal self-reflection exercises around personal interests, personality type, values clarification, determination of skill sets, interviews with individuals in business, industry, government or educational career paths, job shadowing, and mock interviews. This course will also fulfill the educational objective of integrating coursework into a program that meets specific intellectual, career or academic interests and goals.

The objectives of the degree program are that students will:

- design an academic area of study not available through established majors;
- create (with the assistance of an advisor and upon approval by a faculty group) an integrated, "autobiographical," coherent, synthesized degree program to meet specific intellectual, career or academic interests and goals;
- persist in their education, be retained in the university, and graduate in a more timely fashion when other options for degree completion are not available;
- identify and create a degree program in emerging disciplines or in disciplines where collaborative, integrated learning has not yet been fashioned.

By the time students complete the degree, they will demonstrate the ability to:

- communicate effectively, orally and in writing;
- think critically and apply analytical reasoning skills;
- analyze and solve complex problems;

- demonstrate teamwork skills;
- collaborate with others in diverse group settings;
- be innovative and creative;
- locate, organize and evaluate information from multiple sources; and
- demonstrate literacy in technology; and
- apply knowledge and skills to real-world settings through internships or other hands-on experiences

The required courses for all students in the BSUS degree program are:

LDSP 1000	Introduction to Leadership Studies
LDSP 4000	Leadership Studies Capstone Seminar
UNIV xxxx	Introduction to University Studies
UNIV xxxx	University Studies Capstone Experience

The remainder of the degree requirements will capitalize on existing course offerings within the colleges and schools.

Describe and provide rationale for any differences in admission, curriculum, or graduation requirements for students enrolled online or at the new site(s), or any special arrangements for grading, transcripts, or transfer policies. N/A

Describe administrative oversight to ensure the quality of the program or services to be offered.

Academically qualified persons participate in all decision making concerning curriculum and program oversight. Permanent faculty members of ECU are responsible for presentation, management, and assessment of all electronically- offered degree programs. A program coordinator is assigned for each degree program, whether offered on campus or electronically. Each program coordinator is a full-time ECU faculty member. An assessment team representative from the academic discipline coordinates assessment of all on-campus and electronically offered degrees in the discipline.

Assessment of distance learning is fully integrated into the university-wide assessment program. Faculty and administrators within academic units oversee all distance education programs to ensure quality and content. Academically, there is no distinction between courses taught on campus and those taught via distance education. All participants must meet the same course objectives and demonstrate the same learning outcomes. The curriculum and evaluation of DE courses, however delivered, are conducted under the same procedures and personnel as on-campus courses. The academic unit establishes the intended learning outcomes, the means of assessment, and the criteria for success, and carries out the assessment activities for both the campus and DE programs.

5. Faculty and support staff
   Please Provide:

   Number of faculty expected to deliver instruction: full-time faculty/part-time faculty
   A complete roster (using the SACS "Roster of Instructional Staff" form) of those faculty employed to teach in the program, including a description of those faculty members' academic qualifications and course load in the proposed program, as well as course work taught in other programs currently offered;

While courses will be predominantly taught by full time faculty members, the number of faculty will vary depending on thematic core interests.

Evidence that adequate number of faculty members are assigned to support the program; Impact of the initiative on faculty workload

It is not anticipated that class sizes or faculty loads will increase appreciably. A Faculty Oversight Committee will be utilized to provide leadership and supervision for the BSUS degree. Faculty serving on this committee will be appointed by the dean of each college.

Number and responsibilities of support staff (e.g., program coordinator).

The Office of Undergraduate Studies in the Provost's Office will be the organizational and administrative home for the program during its implementation stage. The Office of Undergraduate Studies has been chosen because it provides an academically-neutral environment for the development of the program and is built around a multitude of courses that may come from any one of the various colleges/schools offering undergraduate courses, including the professional schools and the Thomas Harriot College of Arts and Sciences. In addition, advising for students will be a part of the institution's Advising Collaborative, housed within the Office of Undergraduate Studies. The personnel needed during the initial year of the degree program will include 1 FTE coordinator/director, 1 FTE academic advisor and 1 FTE administrative assistant.

Describe means by which the institution will provide support services for students enrolled at the site(s) or online (e.g., admissions, skills assessment, course registration, academic advising, counseling, etc.).

From admission to graduation ECU provides a system of support services that acknowledge the challenges students away from the campus have in meeting the responsibilities of their families and careers in order to be successful in their academic endeavors. DE students are an integral part of the mission of the university beginning with the university's motto Servire, to serve. Rather than develop alternative systems for DE students, ECU has developed web based processes that support all students, both DE and campus. Careful planning and dedicated resources have permitted ECU to move from paper-based processes to a system where all ECU students can interact with the university in the same manner.

The University has made a commitment to provide an online interface for services that all students can access anytime https://onestop.ecu.edu/onestop . The ECU OneStop portal allows users (students, faculty, staff,) to personalize a single interface for access to internal campus resources. Students log in to OneStop using a PirateID and passphrase.

Through the OneStop web portal, students can access advising and registration information, their course schedule, grades, course catalog, course description, a GPA calculator, university events and announcements, and a myriad of other services. Tools available in OneStop include student course registration and tuition payment, faculty access to class rosters and a campus-wide discussion board. Students can also access OneStop from a variety of mobile devices.

The Office of Continuing Studies (OCS) serves as a bridge between the student at a distance and the academic and administrative units of the university. The office respects and

understands the unique demands of distance learning and is committed to assuring quality, accessible programs and services. The office conducts its activities in partnership with the academic and administrative units of the university.

OCS is charged with assisting ECU students away from the campus by identifying the nature of their concerns and marshaling the resources of multiple offices to bring that concern to a successful conclusion. The needs and challenges of DE students are more complex and their expectations in regard to service are at a professional level demanded each day in their career settings.

Successful distance education programs require commitment, collaboration and cooperation from all facets of the university. Our mission guides us to assess each individual situation and not to simply direct students elsewhere to address their needs, but to insure a successful resolution. These services provide a safety net for DE students as they make progress in online programs.

OCS provides a dedicated email address and a toll free number staffed by student service specialists who can reassure students and assist in navigating the online resources available to them. They can assist with general program information, procedural issues, as well as link them to resources across the campus. They provide a single point of contact for ECU students who are unable to come to the campus.

ECU has a comprehensive communication plan of email messages to students with information, available services and reminders of important dates, registration reminders, and reassurances that we are available to help.

The Options website www.options.ecu.edu provides a central repository for services and information for DE students. Orientation and online tutorials are available to assist new and current DE students. "Options for Adult Learners", a semi-annual newspaper insert, is distributed in newspapers across North Carolina.

The undergraduate office of admissions and the graduate school have developed systems that allow both campus and DE students the opportunity to apply, interact and monitor their progress via a web based system. Registration, drops, withdrawals, graduation applications and transcripts can all be accomplished online in the password protected environment housed in OneStop. Degree Works, ECU's online degree audit system, interactively matches courses completed at East Carolina University and transfer courses with undergraduate or graduate degree requirements. Students and advisors can assess degree evaluations from their Banner Self Service account on OneStop.

The mission of the Office of Student Financial Aid is to offer a comprehensive financial aid program that attempts to meet the total financial needs of all university students, utilizing aid programs from all sources for which students are believed to be eligible, designing financial aid packages in ways which assist students in achieving a quality education and support their academic objectives. Students are encouraged to apply online and information, forms and access to key personnel is available at http://www.ecu.edu/financial/

eBill notifications for tuition statements are sent to students and/or authorized user(s) by email. Paper bills are no longer mailed. Students can set up authorized users to access their account information, recent statements, and make payments. Students can log into ONESTOP at any time to view current account information, recent statements, and make

payments. All registered students are mailed an ECU Higher One Card (Debit MasterCard) for refund preference selection. Student refunds can include Financial Aid or credits for dropping class. The Office of Continuing Studies also maintains a Business office that can assist DE students with financial matters related to the university.

Rosters containing the names of all freshman and first year transfer students in each faculty member's class are made available on OneStop for review. Faculty are asked to identify those students who are having academic challenges because of attendance, inadequate homework, or poor test scores. Students identified as being at risk will receive academic progress reports through email and are provided with possible strategies that to assist in their success.

Students on academic probation and suspension are required to complete the online Academic Recovery Module. This module was designed to assist students in understanding East Carolina University's academic rules and regulations and information about campus resources. https://www.ecu.edu/cs-acad/advising/Academic-Recovery.cfm The Pirate Tutoring Center (PTC) provides online study skills workshops, and support for selected courses.

The ECU DE Proctoring Center is an approved site in the UNC Online Proctoring Network. This site serves distance education students who need to make an appointment to take proctored exams, and faculty members who need to set up proctored exams for distance education courses. It serves faculty and students throughout the UNC system. Information about the UNC Online Proctoring Network is available at http://services.northcarolina.edu.

East Carolina's Online Writing Lab (OWL) is a resource that provides Distance Education (DE) students with both instruction and support as they progress through the writing process. The lab, which is operated by the University Writing Center, grants DE students the vital opportunity to e-mail trained consultants about questions or problems they are having during any stage of their writing. Rather than acting as a professional proofreading service, the OWL consultants respond to specific questions and provide instruction and trouble-shooting techniques designed to improve a student's overall writing skill.

The process for obtaining help from the ECU OWL is as simple as sending an e-mail to the lab with sufficient, necessary background information such as the name of the student and class, class section number, a brief description of the assignment, and any specific questions or problems the student has with his/her writing. The consultants then view the e-mail, review a portion of the attached document and provide a timely response (approximately one work day). The response generally is twofold with general advice and instruction provided in the return e-mail and specific strategies and examples provided in the attached document though the utilization of the "comments" function of Microsoft Word.

In addition, the newly-established Quality Enhancement Plan (QEP) plan, *Write Where you Belong,* will provide additional attention and resources to all students, including online students.

6. <u>Library and learning resources</u>
   Describe library and information resources to support the program, including staffing and services in place to support the initiative.

Describe cooperative agreements with other institutions and include a copy of such agreements in the appendix.

Relative to electronic resources, describe how students and faculty will access information, training for faculty and students in the use of online resources, and staffing and services available to students and faculty.

The J.Y. Joyner Library and William E. Laupus Health Sciences Library serve students enrolled at East Carolina University. Both libraries provide special services for distance education students.

Off-campus access is available to all students using library resources remotely by authentication through a proxy server. The students authenticate themselves by using their ECU Pirate ID and passphrase. Further information regarding this service is available at http://media.lib.ecu.edu/reference/howdoi/display.cfm?id=46.0.

Both libraries provide library orientations and research assistance to distance education students. Library orientations are provided through online tutorials, videos, and research guides (LibGuides) which introduce services to distance students and instruct them in the use of specific library research tools. These resources are available 24 hours a day 7 days a week. Assistance with research is provided through instant messaging, text messaging, e-mail, telephone, or in-person. Distance education students are able to request one-on-one consultation services provided through instant messaging, phone, or in-person. Students may also have contact with liaison librarians who partner with faculty to provide instruction, synchronously or asynchronously.

Joyner Library currently subscribes to more than 450 databases containing indexes to journal and magazine articles. Many of these resources offer full-text access to individual articles. A listing of these resources may be found at http://media.lib.ecu.edu/erdbs/. Laupus Library currently offers an extensive collection of online databases and collections. Many of these resources offer full-text access to individual articles and books. A listing of these resources may be found at http://www.ecu.edu/laupuslibrary/research/electronicresources.cfm. If students wish to determine if one of the libraries have full-text access to a particular journal title, they may use the E-Journal/E-book Portal at http://jw3mh2cm6n.search.serialssolutions.com/.

Students enrolled in distance education courses may check out books from both Joyner and Laupus Libraries as well as obtain print or online journal articles. Further information about obtaining materials at a distance is available through the Interlibrary Loan/Document Delivery Departmental websites of each library: Joyner Library, http://www.ecu.edu/cs-lib/accesssrv/ill/index.cfm; Laupus Libraryhttp://www.ecu.edu/cs-dhs/laupuslibrary/departments/docdel.cfm.

J.Y. Joyner Library houses and provides access to a physical collection of over 1.9 million volumes, over 48,000 serials (print and online), over 500,000 e-books, more than 24,000 items in its digital collection and one million federal documents (print and online). All together, the electronic database collections provide access to over 76,000 full-text journal titles. Resources can be accessed through the Joyner Library web site at http://www.ecu.edu/lib.

Other collection features include: a non-book media collection with over 32,000 items in various formats, a teaching, resources and curriculum materials collection, a collection dedicated to North Carolina materials, a Special Collections Department that houses over 11,000 linear feet of manuscripts, university archival materials, and a rare book collection. The library has also established an institutional repository which includes electronic theses and dissertations of ECU students and the scholarly output of both ECU students and faculty members.

Students enrolled at East Carolina University as distance education students are provided special services to ensure access to the library's physical and electronic collections. A Distance Education Coordinator is employed to facilitate the delivery of library services and plays an active role in shaping services to distant users. Many librarians and staff members within the library work directly with distance students as services are provided. Information about distance education services can be found at
http://media.lib.ecu.edu/DE/DE_Home.cfm

Librarians from Joyner Library conduct orientation and instruction sessions to distance education students using a variety of methods.   The Distance Education Coordinator provides open orientation sessions to students via web conferencing software.   Orientation sessions are also offered to faculty members to provide information about library services which can be passed along to students in their distance courses. Library instruction sessions are provided via pre-recorded video, online web conferring software, embedding resources in the course management system, and in-person at the request of the teaching faculty member.

The library also provides online tutorials, videos, and research guides, LibGuides, which introduce services to distance students and instructs them in the use of specific library research tools. These resources are available 24 hours a day 7 days a week and can be located at:

http://media.lib.ecu.edu/DE/Tutorials.cfm (tutorials)
http://media.lib.ecu.edu/DE/tutorial/deservices.html (video)
http://libguides.ecu.edu/ (LibGuides)

Joyner Library offers reference services to support ECU's distance learning students in the use of library resources for learning and research. Reference services have been expanded to include online options as well as more traditional means of communication. Assistance is provided through instant messaging, text messaging, e-mail, telephone, or in-person. Distance Education students may also request one-on-one consultation services provided through instant messaging, phone, or in-person. The Distance Education Coordinator is available to provide additional assistance when needed. Students may request assistance using the "Ask a Librarian" web page at http://www.ecu.edu/cs-lib/reference/ask_a_librarian.cfm.

7. Physical resources
   Describe physical facilities and equipment to support this initiative. Assess the impact that the proposed change will have on existing programs and services.

   For off-campus facilities: N/A
   Name of the agency or organization that is providing the space
   Rental, lease, or other arrangements involved in obtaining use of this space including rates.

Describe any agreements or understandings with the organization providing the space.

An appropriate technology infrastructure is provided by the institution to support distance education. The university recognizes the vital need for a robust and reliable network, and consistently researches and implements infrastructure upgrades and improved processes to ensure network integrity and improve network uptime. Additionally, the official content management system for the University runs on state of the art hardware, which guarantees a high level of quality with minimal downtime.

Technology at ECU is supported collaboratively through the efforts of Information Technology and Computing Services, Joyner and Laupus Libraries, and Distributed Information Technology units among colleges.

Information Technology and Computing Services (ITCS) supports the planning, coordination and implementation of computing on the ECU campus as well as the computing products and services related to the instruction, research and service goals of East Carolina University.

ECU's information technology road map is developed and updated by the Information Resources Coordinating Council (IRCC), which guides the selection of campus-wide IT projects. IT Governance establishes the decision-making process, defines accountability and identifies responsibility for technology across the university.

ECU has a total of 4 physical application servers (Sun Sparc Enterprise T5240) each has 2 Processors (8 Core Ultra Sparc T2+) running at 1.2 Ghz and capable of 128 simultaneous processing threads and 128 GB of RAM. Each of these application servers is divided into 3 Logical Domains each (separating our production, development/pilot, and restore environments). Course content is stored on our NAS device and we are currently using 1.5TB of the allocated 2.0TB. The Database Servers consist of 2 Sun Sparc Enterprise M5000 servers. Each has 8 Processors (4 Core Sparc64 VII) running at 2.4 Ghz and capable of 64 simultaneous processing threads and 128 GB of RAM. Each M5000 is partitioned into 2 domains (one for Production use and one for Development/Pilot use). The databases are configured using Solaris Clustering to provide failover capability.

In March 2010, we had Blackboard Consulting Services perform a Performance Audit and Tuning Engagement on our Production (Blackboard 8) and Development/Pilot (Blackboard 9) environments. The outcome of the engagement indicated our production system was well tuned, designed, and capable of supporting our students.

Because of the importance of this environment to the University, ITCS has taken a high availability first, disaster recovery last approach. Each server is built with component redundancy for processors, memory, power supplies, network cards, fiber cards, etc. Multiple fully redundant systems power the database and applications tiers. The redundant servers are split between our primary (Cotanche) and secondary (GE99) data centers and are connected via multi-pathed replicated storage also split between both data centers. Sun Clustering is used to provide automatic failover for the database tier, while load balancing provides seamless redundancy for the applications tier. The design ensures that ECU can maintain BlackBoard services in the face of an entire data center failure. In addition, full system nightly backups are maintained offsite and recovery procedures are routinely tested should they be needed.

Through ECU's nearly Petabyte of storage, adequate storage and backup is available for student work, academic websites, student and faculty blogs. There are several resources available for the sharing of video. The primary resource for sharing student work is iTunes and a winmedia streaming server. Both of these resources enable students and faculty to upload unlimited amounts of video for use in courses.

The primary video infrastructure used to record lectures is through Media Site. Our Mediasite 5.5 setup is based on a high availability load balancing infrastructure, we currently run two application servers and one video content server that facilitate all of the capture from 35+ recorders to 13 departmental sites for both on demand and live streaming presentations. All sites have Active Directory authentication or local user authentication to view information and sensitive material.

The main internet connection for the University is provided by the North Carolina Research and Educational Network (NCREN). The connection to NCREN is a 1 gigabit per second connection to the NRCEN Remote Point of Presence (RPOP) which is connected to the NCREN backbone by two 1 gigabit per second connections taking diverse paths back into the NCREN network.

To ensure success, adequate funding is provided for the technology infrastructure for distance education, through an education and technology student fee, which funds Blackboard, Centra, Second Life, retention tools (e.g., Starfish, Yammer), MediaSite, Moodle, Virtual Computing Lab, Help Desk Support, Software downloads (e.g., SPSS, SAS, Minitab, Mathematica, SAV, Nvivo), and other services that support distance education. Students receive an ECU PirateID that provides an e-mail account; access to web-based course management systems (Blackboard and Moodle), Web space, and electronic file storage space; and full access to electronic information and databases. Assistance with computer configurations, software interfaces, and technology problems is provided through ECU's Help Desk and the ACE Student Computing Support Center.

8. Financial support

Describe financial resources to support the change, including the budget for the first year of the proposed program. Include projected revenues (including tuition and fees receipts, state appropriations based on projected SCHs, grants, etc.) and expenditures, as well as amount of resources going to institutions or organizations for contractual or support services.

Description	Total	
Director	108,892	Salary, benefits (22%), health insurance ($5,192)
Advisor	53,992	Salary and benefits (22%), health insurance
Adm. Asst.	39,040	Salary and benefits, health insurance
Faculty Fellow	4,500	One course buyout
Recurring Operational Expenses	6,000	(e.g., supplies, materials, telephone, travel, insurance, library or software subscriptions, equipment maintenance, etc.
One-time expenses	7,500	Computers, printers
Total Budget	**225,116**	
Tuition Revenue	57,150	450 SCHs x 127.00
Enrollment revenue	66,750	(79,468 average faculty salary)/(535.74) matrix FTE) x (450SCH)
Revenue	**123,900**	

Student credit hours (SCHs) delivered to non-North Carolina residents receiving instruction outside the boundaries of North Carolina are not eligible for State-provided enrollment funding and these SCHs should not be reported on the funding matrix. The institution must set the rate charged for these SCHs at a level sufficient to cover the cost of instruction, which should be at least double the official in-state tuition rate. Indicate the average number of SCHs per semester that will be delivered to non-NC residents receiving instruction outside the boundaries of NC and the tuition that will be charged per-SCH for this instruction:

SCHs per semester delivered to non-NC residents receiving the instruction outside of NC boundaries: 0

Per-SCH charge, tuition and fees, for this out-of-state instruction to non-NC residents: $609.00.

If a site-based degree program is to be offered out of state, a more detailed justification is required. Please provide the rationale for offer the program out-of-state and the how resources will be secured to support the program, and indicate whether any State-supported resources will be used in the program. N/A

9. Evaluation and assessment
Describe the means used by the institution to monitor and ensure the quality of the degree program and off-campus site(s).

Summarize procedures for systematic evaluation of instructional results, including the process for monitoring and evaluating programs at the new site, as well as using the results of evaluation to improve institutional programs, services, and operations.

With a look toward continuous improvement, the provost appointed the ECU Online Quality Council. Their charge was to develop university wide training standards and an ongoing peer review process for faculty teaching distance education courses. This university wide group included subcommittees that examined standards, the peer review process, and support services. This work resulted in the revision of the university's faculty manual.

The Office of Institutional Planning, Assessment and Research coordinates the assessment of student learning outcomes in academic degree programs. A standard format for reporting goals, criteria for success, results, and use of results has been implemented and an assessment coordinator for academic affairs has been working with an assessment team, consisting of representatives from all academic units.

Programs delivered through distance education are fully integrated into the university-wide assessment program. The academic unit develops the assessment plan for the program regardless of the mode of delivery. The ECU Policy on Distance Education states that faculty and administrators within academic units oversee all distance education programs to ensure quality and content. Academically, there is to be no distinction between courses taught on campus and those taught via distance education. All participants must meet the same course objectives and demonstrate the same learning outcomes. The curriculum and evaluation of DE courses, however delivered, are conducted under the same procedures and personnel as on-campus courses. As stated in the university's policy on distance education, the academic

unit establishes the intended learning outcomes, the means of assessment, and the criteria for success, and carries out the assessment activities for both the campus and DE programs.

Assessment of the BSUS program will utilize the Think/Value/Communicate/Lead (TVCL) framework developed by the ECU Title III Core Assessment Group. Each student will be responsible for mapping their individual plans of study against this framework.

Upon completion of this program, students will be able to:

1. Think: integrate coursework into a program that meets specific intellectual, career or academic interests and goals;
2. Think: identify and interpret information from multiple sources;
3. Think: critically research, apply and analyze professional issues and concerns within designated area of study.
4. Value: articulate a position that addresses Ethics, Diversity, Globalization, and/or the Environment
5. Communicate: effectively in oral and written environments;
6. Communicate: work collaboratively in local community groups or businesses identified in their designated area of study; and
7. Lead: apply leadership strategies in varied contexts;

The student's plan and capstone deliverable will serve as the primary sources for assessment. The faculty mentors will be responsible for assessing the plan's effectiveness in addressing goal one while the independent evaluating committee will be responsible for assessing Goals 2-7 utilizing standardized rubrics on a scale of 1-3 (1= unacceptable, 2 = acceptable, 3 = outstanding)

Goal 1:
Rate the plan's adequacy at addressing:

- Stated intellectual goal
- Stated career goal

Goals 2-7
Rate the deliverable's adequacy at addressing:

- Identifying appropriate data
- Interpreting data
- Utilizing multiple sources
- Critically researching issue
- Critically analyzing issue
- Articulating a value related issue
- Communicating orally
- Communicating in written form
- Collaboration
- Applying appropriate leadership strategy

In 2009, ECU purchased TracDat, an SCT software product that is being used to help manage the institutional planning and assessment process, allowing faculty and

administrators to enter program and departmental strategic plans, including assessment plans, assessment methods, and outcomes, and to vertically and horizontally align their goals to other departmental, divisional, and college-wide goals. The templates assure a uniformity of reporting that simplifies collection, review, management, and utilization of data.

TracDat holds all assessment plans and reports which include student learning and administrative outcomes, assessment methods, criterion for success, results and action steps. Concise reports can be generated within the system to assist with planning and program improvement.

In accordance with accreditation requirements, the institution will ensure that the student who registers in a distance education course or program is the same student who participates in and completes the program and receives the academic credit.

ECU utilizes a web-based authentication system to determine that the student registered in a distance education course is the student who participates in, completes, and receives credit for the course. The authentication system requires that the student securely log on to ECU's network using a unique user identification (Pirate ID) and with a unique and user-determined passphrase.

Upon admission, new students receive both their PirateID username and ECU ID number. Once received, new users log in to the PirateID (PID) auto-registration system and follow the step-by-step screens to activate their PirateID account, create a unique passphrase and set up their authentication questions. Once activated, users will be able to check ECU e-mail and access ECU's various online systems such as OneStop and Blackboard.

ECU's Password Expiration Policy states that students are required to have a strong passphrase that is resistant to "hacking", and they must reset their passphrase every 90 days and not reuse the account's previous six passphrases. Students are notified via e-mail or system messaging at least three times in the two weeks prior to expiration. When students use their PirateID and passphrase to access information through OneStop and the university's learning management system, Blackboard, their login credentials are encrypted for additional security.

Distance education students must verify their identity with the ID and passphrase to participate in electronic systems at ECU. The delivery of instruction, group activities, individual student materials from faculty and assessment activities require every student to login into the university learning platform (Blackboard) and other systems using their unique secure passphrase.

Faculty may choose to include proctored exams in their courses. To support this effort ECU participated in the establishment of a state-wide proctoring network. A Distance Education Proctoring Center is available to students enrolled in DE courses at East Carolina University and all other universities within the University North Carolina system. This site serves distance education students who need to take exams and faculty members who need to setup proctored exams for their Distance Education courses. This service provides verification of student identify in assessment and evaluation.

Through secure logins and pass codes and the widespread use of proctored examinations, East Carolina University verifies the identity of the student who registers in a distance education course or program.

10. <u>Attachments</u>
Attachments may include items such as (1) vitae of key faculty; (2) selected letters of support; (3) copies of library and other cooperative agreements, etc.

Name, title, telephone, and e-mail of contact person to respond to questions:

Austin W. Bunch, Ph.D.
Senior Associate Provost
252-328-0607
buncha@ecu.edu

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

Chief Academic Officer _____