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To: Dr. Jamin Carson, Associate Professor, College of Education
Dr. Mark Lesperance, Associate Professor, College of Education
Dr. Jane Manner, Associate Professor, College of Education
Dr. Kristen Cuthrell, Associate Professor, College of Education

From: Rita Reaves, Interim Director for Academic Program Planning and
Development and Chair, Academic Program Planning and Development
Collaborative Team

Subject: Review of Appendix G: Request for Authorization to Establish a New
Distance Education Program—MAEd in Elementary Education

Review of Appendix G: Request for Authorization to Establish a New
Distance Education Program—MAEd in Middle Grades Education

Date: November 11, 2013

Thank you for presenting the requests for authorization to establish new distance education programs, the MAEd in Elementary Education and the MAEd in Middle Grades Education, to the Academic Program Development Collaborative Team on November 1, 2013.

We appreciate your revisions of the documents based on suggestions from the October 18, 2013 meeting and believe that the revised justifications for the degree and the additional information on faculty credentials strengthen the proposals. The Academic Program Development Collaborative Team made the following additional suggestions to strengthen both proposals as you move forward:

1. Remove the start date as these programs are ongoing.
2. Change the enrollment number in the narratives to be consistent with new projections.
3. Provide more description of the “recruitment plan” referenced in the narratives.
4. Revise contact names to include the current program coordinators.

Following discussion, the Academic Program Development Collaborative Team approved Appendix G: Request for Authorization to Establish a New Distance Education Program--MAEd in Elementary Education and Appendix G: Request for Authorization to Establish a New Distance Education Degree—MAEd in Middle Grades Education.

Thank you for discussing the proposals with the collaborative team

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: Draft 10/6/13

Constituent Institution: East Carolina University
CIP Discipline Specialty Title: Elementary Education and Teaching
CIP Discipline Specialty Number: 13.1202 Level: M
Exact Title of the Proposed Program: Elementary Education
Degree Abbreviation: MAEd Proposed Date of Initiation: May 2014

Will this program be completely individual access (e.g., online, videocassette, etc.)? Yes
If "yes," primary mode of delivery: Online

If cohort-based, length of time to complete the sequence (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
13.1202	Elementary Education	UNC Charlotte
13.1202	Elementary Education	UNC Wilmington

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 (prior authorization from SAC; both Appendix F and G should be submitted to COC of SACS by the institution, if applicable) N/A

Two (prior notification to SACS; Appendix F should be submitted to COC of SACS by the institution, if applicable) N/A

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 this 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 Department Elementary and Middle Grades Education at East Carolina University proposes to offer the existing Master of Arts in elementary education in a distance education format. The program will be delivered via the Internet utilizing Blackboard as the course management system. An initial cohort of 28 students is expected and the program will be ongoing. The primary target audience is the educators who have or desire leadership roles in their schools, districts, and the public school community. Obtaining this degree through online instruction will enhance and expand opportunities for these working professionals to serve the public schools of North Carolina in important leadership positions.

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 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.

One of the goals of *The UNC Compact with North Carolina: Strategic Directions 2013-2018* is to strengthen academic quality by supporting faculty in developing new methods of instruction, including an ambitious program of e-learning. One of the strategies associated with this goal is to graduate well-prepared teachers for North Carolina's public schools, and strengthen early career professional development for teachers and school leaders.

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.

Typically, those teachers who are interested in pursuing the M.A.Ed. degree in elementary education are those individuals who have or are seeking leadership roles in their schools, districts, and the public school community. A 100% online program will allow ECU to improve and expand service to current and potential M.A.Ed. students who (1) do not live in close proximity to a UNC campus; (2) work full time and need the flexibility of asynchronous learning; and (3) desire professional growth. The graduate director in fall of 2013 noted that inquiries regarding these master's programs frequently request information about the availability of a fully online option. In addition, this program has exceeded 50% of credit hours online, and is now seeking authorization to be considered officially online.

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 (APDC Team), 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, Educational Policies and Planning Committee, Undergraduate and Graduate Curriculum Committees as well as the Faculty Senate 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 APDC Team, which will collaborate with the unit to strengthen the proposal. The APDC Team advises the provost on all new academic program proposals submitted 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 the 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 senior 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 APDC Team's and EPPC recommendations on new academic degree program proposal and makes recommendations to the chancellor.

Based on our current recruitment plan submitted to the ECU Graduate School in January 2013 and the fact that the North Carolina General Assembly voted to discontinue the salary supplement for Master's degrees effective 2014, our projected enrollment numbers have been revised to reflect the numbers noted below. The MAEd-ELEM recruitment plan includes strategies such as 1) mailing/phoning applicants who have not fully completed their graduate school applications (using BIC report data), 2) sharing graduate program information at Senior I and II seminars and facilitating follow-up inquiries, and 3) redesigning the College of Education graduate program website.

Provide projected annual headcount enrollment:

Individual access: Years 1) 28 2) 29 3) 30 4) 31 5) 32

Projected total SCHs (all sites):

Year 1	Student Credit Hours		
Program Category	UG	Master's	Doctoral
Category I			
Category II		504	
Category III			
Category IV			

Year 2	Student Credit Hours		
Program Category	UG	Master's	Doctoral
Category I			
Category II		522	
Category III			
Category IV			

Year 3	Student Credit Hours		
Program Category	UG	Master's	Doctoral
Category I			
Category II		540	
Category III			
Category IV			

Year 4	Student Credit Hours		
Program Category	UG	Master's	Doctoral
Category I			
Category II		558	

Category III			
Category IV			

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 program has been and continues to be committed to the preparation of teachers who are knowledgeable, reflective, technologically proficient, and skilled in meeting the needs of a diverse student population. The proposed change represents offering the program in a wholly online format, in response to expressed student needs. The program places an emphasis on service through faculty participation in the improvement of public schools and assistance in the development and creation of educational policy for North Carolina, as well as support for scholarship and research/creative activity. As emerging leaders in their schools and districts, students work closely with education faculty to design innovative research projects that contribute to the elementary education field.

Research, Trends, and Issues Competency Area (3 hrs. required):

- EDUC 6480 Introduction to Research (3)
- EDUC 6482 Trends and Issues in Educational Research for Practitioners (3) or
- SCIE 6500 Understanding and Engaging in Educational Research (3)

Diverse Learner Competency Area (6 hrs. required):

- EDUC 6001 Introduction to Differences in Human Learning in Schools (3)
- SPED 6002 Addressing Differences in Human Learning in Schools (3)

Effective Communication & Leadership (3 hrs. required):

- ELEM 6500 Management and Problem-Solving in the Elementary School (3) or
- ADED 6550 Leadership and Communication Skills in Education (3) or
- LEED 6000 Leadership and Communication (3)

Elementary Education (24 hrs. required):

- ELEM 6000 Action Research Planning in Elementary Education (3)
- ELEM 6001 Action Research Implementation in Elementary Education (3)
- ELEM 6200 Leading Curriculum Revision and Implementation (3)
- ELEM 6400 Advanced Assessment and Teaching in the Elementary Grades (3)
- ELEM 6500 Management and Problem Solving in the Elementary School (3)

Choose 9 hrs. in an elementary content strand as follows:

Content Pedagogy:

- ELEM 6406 The Teaching of Social Studies in the Elementary School (3)
- ELEM 6412 Emerging Literacy (3) or
- ELEM 6488 Advanced Language Arts in the Elementary School (3)
- MATE 6058 Number Systems & Operation: K-5 Mathematical Tasks (3) or
- MATE 6059 Rational Numbers & Operations (3)
- SCIE 6019 Science in Elementary Education (3)
- READ 5316 Applied Phonics or 6418 Reading: The Learning Bases (3)

Academically Gifted:

- SPED 6104 Introduction to Gifted Education (3)
- SPED 6401 Methods and Materials in Gifted Education (3)
- SPED6402 Differentiated Curriculum for the Gifted (3)
- SPED 6403 Practicum in Gifted Education (3)

Teaching English as a Second Language:

- TESL 6100 Planning, Implementing and Managing ESL Instruction (3)
- TESL 6200 Culture and Language in ESL Instruction (3)
- TESL 6300 Assessment in ESL Instruction (3) or
- TESL 6500 Professionalism & Evidence-Based Accountability (3)

Thesis: ELEM 7000 (1-6)

Final product requirement: A research project with an oral presentation (ELEM 6000 and 6001) or a thesis with an oral thesis defense (ELEM 7000). The oral presentation or oral thesis defense can be completed on campus or via Skype.

Students completing the MAEd degree in elementary education will be able to:

1. Improve instructional effectiveness, student achievement and student learning through...
 - a. reading educational literature critically, including theoretical, philosophical and research materials,
 - b. analyzing and articulating relationships between and among theory, philosophy, research findings, and current practice,
 - c. designing and modifying instruction based on well-articulated theory, philosophy, educational research, and best practice, and
 - d. incorporating findings from educational literature into school and classroom strategies to improve student learning.
2. Develop effective communication for collaborative leadership through...
 - a. initiating professional inquiry through reading, dialogue, professional development and action research,
 - b. seeking, evaluating and applying well-grounded suggestions for improvement provided by educators, parents, students, and community leaders, and
 - c. participating in collaborative leadership and mentorship activities to solve educational problems at the levels of classroom, school building, school system, and community.
3. Respond effectively to the diverse needs of students in inclusive classroom settings through...
 - a. designing and modifying instruction that is responsive to differences among learners that are influenced by development, exceptionalities, and diversity,
 - b. actively seeking to increase understanding of and respect for differences in students' development, exceptionalities and diversity,
 - c. creating a classroom environment in which all learners feel welcome and can be successful,
 - d. reflecting on, diagnosing, and prescribing instruction that fosters student learning,
 - e. understanding and linking subject matter and students' developmental and diverse needs in context of school settings,
 - f. planning, implementing, and evaluating instruction that reflects intellectual rigor and depth of knowledge in both subject matter disciplines and students' diverse learning needs, and
 - g. understanding and respecting differences between the learning behaviors and outcomes expected in diverse communities.
4. Expand the depth and breadth of specific teaching areas and linking of this knowledge to learners through...
 - a. demonstrating knowledge in content areas,
 - b. assisting students in the acquisition of knowledge appropriate for their developmental level,

- c. assisting students in making sense of their own learning through connecting teaching area content knowledge and students' personal lives,
 - d. supporting students' learning through the effective use of technology, and,
 - e. assisting students in development competencies that cross content curriculum areas.
5. Demonstrate the act and art of teaching in public school classrooms.
 6. Effectively implement the goals and objectives of the core (items #1-5 above), specifically in elementary schools with elementary students,
 7. Demonstrate advanced understandings and implementation of elementary curriculum content and methods of teaching in elementary classrooms,
 8. Reflect on and evaluate one's own elementary classroom practices and experiences,
 9. Demonstrate mastery level teaching through documented expertise in the design and delivery of instruction for elementary education students, with the use of appropriate technology and presentation methods for both instruction and documentation of teaching expertise, and
 10. Demonstrate the ability to locate, interpret, evaluate, and utilize relevant educational research to address school-related issues in the elementary school as well as design and implement action research focused on school-based issues.

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 distance education 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 20 /part-time 1

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;

ROSTER OF INSTRUCTIONAL STAFF

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Patricia Anderson (F)	<p>ELEM 6000: Action Research Planning in Elementary Education (3, G, fall)</p> <p>ELEM6001: Action Research Implementation in Elementary Education (3, G, spring)</p> <p>ELEM6200: Leading Curriculum Revision and Implementation (3, G, summer)</p> <p>ELEM6400: Advanced Assessment and Teaching in the Elementary Grades (3, G, spring & summer)</p> <p>ELEM6500: Management and Problem Solving in the Elementary School (3, G, summer)</p> <p>ELEM6550: Leadership and Communication Skills in Education (3, G, all terms)</p> <p>ELEM 7000: Thesis (1-6, G, schedule varies)</p>	<p style="text-align: center;">Ed.D.in Elementary Education, University of GA</p> <p style="text-align: center;">Bachelor's and Master's Degrees in Elementary Education from Delta State University</p>	
Phyllis Broughton (F)	<p style="text-align: center;">ADED 6550: Leadership and Communication Skills in Education (3, G, all terms)</p> <p style="text-align: center;">LEED 6000: Leadership and Communication (3, G, all terms)</p>	<p style="text-align: center;">Ed.D. in Adult & Community College Education, Minor in Curriculum and Development; concentration in Higher Ed. Leadership N.C. State University</p> <p style="text-align: center;">M.A.Ed. in Adult Education with 18 graduate hours in Business Information Management Technology; East Carolina University</p>	
M. Kristen Cuthrell (F)	<p>ELEM6200: Leading Curriculum Revision and Implementation (3, G, summer)</p> <p>ELEM6400: Advanced Assessment and Teaching in the Elementary Grades (3, G, spring & summer)</p> <p>ELEM6406: The Teaching of Social Studies in the Elementary Grades (3, G, summer)</p> <p>ELEM6500: Management and Problem Solving in the</p>	<p style="text-align: center;">Ed.D.in Innovation and Leadership Wilmington University</p> <p style="text-align: center;">M.A.Ed., Elementary Education, Lesley University</p> <p style="text-align: center;">Curriculum Dev/ Revision: 12 credit hours at doctoral level</p> <p style="text-align: center;">Assessment/Teaching in</p>	Serves as program area coordinator

	<p>Elementary School (3, G, summer) ELEM6550: Leadership and Communication Skills in Education (3, G, all terms)</p>	<p>ELEM: 9 credit hours at doctoral level + 21 credits at master's level</p> <p>Teaching of SS: 6 cr. doctoral level ; 3 cr. at master's level</p> <p>Management and problem solving: 9 cr. at doctoral level, 6 cr.at master's level</p>	
<p>Elizabeth Fogarty (F)</p>	<p>ELEM 6000: Action Research Planning in Elementary Education (3, G, fall) ELEM6001: Action Research Implementation in Elementary Education (3, G, spring) ELEM6200: Leading Curriculum Revision and Implementation (3, G, summer) ELEM6400: Advanced Assessment and Teaching in the Elementary Grades (3, G, spring & summer)) ELEM6500: Management and Problem Solving in the Elementary School (3, G, summer) ELEM6550: Leadership and Communication Skills in Education (3, G, all terms) ELEM 6412: Emerging Literacy (3, G, summer) SPED 6401: Methods and Materials in Gifted Education (3,G, fall) SPED 6403: Practicum in Gifted Education (3,G, summer)</p>	<p>Ph.D. – Ed. Psychology with emphasis in Gifted and Talented Education U. of Connecticut Doctoral Coursework included courses in Gifted/Talented Education (EdPsych), Research Design (EdPsych), Statistics (EdPsych), Reading/Literacy Education (C&I), and New Literacies (C&I)</p>	
<p>H. Carol Greene (F)</p>	<p>ELEM 6000: Action Research Planning in Elementary Education (3, G, fall) ELEM6001: Action Research Implementation in Elementary Education (3, G, spring) ELEM6200: Leading Curriculum Revision and Implementation (3, G, summer) ELEM6400: Advanced Assessment and Teaching in the Elementary Grades (3, G, spring & summer) ELEM6500: Management and Problem Solving in the Elementary School (3, G, summer) ELEM6550: Leadership and Communication Skills in</p>	<p>Ph.D. Virginia Tech</p> <p>Major: Educational Psychology with a focus in Child Development</p> <p>Coursework: 12 hours of child development courses, 36 hours of educational psychology course(learning, assessment, motivation, cognitive psych, constructivism, social psych), 9 hours of curriculum courses; 36 hours of research methods courses.</p>	<p>10 years of public school Elementary teaching</p>

	Education (3, G, all terms)	Master's Degree in Elementary Education;	
Brian Housand (F)	SPED 6104: Introduction to Gifted Education (3,G, summer) SPED 6402: Differentiated Curriculum for the Gifted (3,G, spring)	Ph.D. U. of Connecticut In Ed. Psychology Specialization: Gifted and Talented; Inst. Technology	
Jane Manner (F)	ELEM 6000: Action Research Planning in Elementary Education (3, G, fall) ELEM6001: Action Research Implementation in Elementary Education (3, G, spring) ELEM6200: Leading Curriculum Revision and Implementation (3, G, summer) ELEM6400: Advanced Assessment and Teaching in the Elementary Grades (3, G, spring & summer) ELEM6500: Management and Problem Solving in the Elementary School (3, G, summer) ELEM6550: Leadership and Communication Skills in Education (3, G, all terms) TESL 6100: Planning, Implementing and Managing ESL Instruction (3, G, spring) TESL 6200: Culture and Language in ESL Instruction (3, G, fall) TESL 6300: Assessment in ESL Instruction (3, G, spring) TESL 6500: Professionalism & Evidence-Based Accountability (3, G, summer)	Ed.D. in Higher Education (Teaching Area: Teacher Education Cognate: Educational Psychology) Florida International University M.Ed. in Elementary Education (E. Stroudsburg U., PA) Ed.S. in Early Childhood/Pre-Primary Education (Barry Univ., Miami) PSED 514: Ed. Stats (ESU) ELED570: Intro Rsch (ESU) EDF6940:Ed. Rsch (FAU) EDF6434: Assessment (FAU) EDF6846: RschMeth Ed. (FIU) EDF6475: Qual. Ed. Rsch	Director, Project LEAP, ESL Project funded by the U.S. Department of Ed., Office of English Language Acquisition Certified Language Assessor, Broward County, FL ESOL Coordinator (4 yrs.), Broward County, FL Multicultural Coordinator (4 yrs.), Broward County, FL ESL Training, Broward County Schools, FL Certified in ESOL (K-12) FL ESL Licensure in North Carolina Extensive and ongoing research and publication in ESL.
Rhea Miles (F)	SCIE 6019: Science in Elementary Education (3, G, fall).	Ph.D. in Science Education	
Lanette Moret (F)	READ 5316: Applied Phonics (3, G, all terms)	B.S. Elementary Education (concentration: Reading), East Carolina University M.A.Ed. in Reading Education, East Carolina University Ed.D. in Educational	

		Leadership, East Carolina University	
Betty Peel (F)	ELEM 6000: Action Research Planning in Elementary Education (3, G, fall) ELEM6001: Action Research Implementation in Elementary Education (3, G, spring) ELEM6200: Leading Curriculum Revision and Implementation (3, G, summer) ELEM6400: Advanced Assessment and Teaching in the Elementary Grades (3, G, spring & summer) ELEM6500: Management and Problem Solving in the Elementary School (3, G, summer) ELEM6550: Leadership and Communication Skills in Education (3, G, all terms)	Ph.D. in Child Development, VA Polytechnic Institute & State University Master's Degree in Child Development, Virginia Polytechnic & State University	Experience as principal evaluating teachers and instruction.
Sid Rachlin (F)	MATE 6059: Rational Numbers & Operations (3,G, all terms)	Ed.D. in Mathematics Education, University of Georgia	
Catherine Schwartz (F)	MATE 6058: Number Systems & Operation: K-5 Mathematical Tasks (3, G, all terms)	Ph.D. in Curriculum and Instruction w/ concentration in mathematics education, University of NC Greensboro	
Christine Shea (F)	EDUC 6001: Introduction to Differences in Human Learning in Schools (3, G, all terms)	Ph.D. in Educational Policy Studies University of Illinois, Champaign-Urbana (Specialization: History of Education)	
Judith Smith (F)	ELEM 6488: Advanced Language Arts in the Elementary School (3,G, summer)	Ed.D. East Carolina University Educational Leadership/Technology MAEd East Carolina University Reading Certification, Academically Gifted Certification	
Joy Stapleton (F)	ELEM 6000: Action Research Planning in Elementary Education (3, G, fall) ELEM6001: Action Research Implementation in Elementary Education (3, G, spring) ELEM6200: Leading Curriculum Revision and Implementation (3,	Ph.D. in Education U. of Tennessee, Knoxville (Inclusive program combining Elem. & Special Ed.) Primary Concentration: Early Childhood Education Supporting Concentration:	

	<p>G, summer) ELEM6400: Advanced Assessment and Teaching in the Elementary Grades (3, G, spring & summer) ELEM6500: Management and Problem Solving in the Elementary School (3, G, summer) ELEM6550: Leadership and Communication Skills in Education (3, G, all terms)</p>	<p>Early Childhood Special Education M.A.Ed. in Early Education, U. of Richmond B.S. in Early and Middle Ed. Radford University</p>	
Christina Tschida (F)	<p>ELEM 6406: The Teaching of Social Studies in the Elementary School (3,G, fall)</p>	<p>Ph.D. in Curriculum & Teaching University of North Carolina-Greensboro Concentration: Teacher Education & Development CUI 520 Social Studies in Elementary Schools CUI711 Cultural Perspectives in Teaching & Learning CUI646 Intro to Equity Education CUI765 Research in Equity Educ. ELC 693 Intro to Critical Pedagogy</p>	
Michael Vitale (F)	<p>EDUC 6482: Trends and Issues in Educational Research for Practitioners (3, G, fall & spring)</p>	<p>Ph.D. in Educational Research, Florida State University</p>	
Louis Warren (F)	<p>ELEM 6000: Action Research Planning in Elementary Education (3, G, fall) ELEM6001: Action Research Implementation in Elementary Education (3, G, spring) ELEM6200: Leading Curriculum Revision and Implementation (3, G, summer) ELEM6400: Advanced Assessment and Teaching in the Elementary Grades (3, G, spring & summer) ELEM6500: Management and Problem Solving in the Elementary School (3, G, summer) ELEM6550: Leadership and Communication Skills in Education (3, G, all terms)</p>	<p>Ed.D. in Elementary Education, University of Georgia</p>	
Jennifer Williams (F)	<p>SPED 6002: Addressing Differences in Human Learning in Schools (3,G, all terms)</p>	<p>Ph.D. in Curriculum & Instruction NC State University Concentration: Special</p>	

		Education.	
Carmen Woodhall (F)	SCIE 6500: Understanding and Engaging in Educational Research (3, G, spring)	Ph.D. in Science Education	
Nancy Zeller (P)	EDUC 6480: Introduction to Research (3, G, fall & spring)	Ph.D. in Educational Inquiry Methodology Indiana University Bloomington, IN	

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

Evidence that adequate number of faculty members are assigned to support the program;

Impact of the initiative on faculty workload; and

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

There is no anticipated impact on the elementary education faculty workload, as no new courses will be offered. Since these courses are already being offered, no changes are anticipated. Current resources already support these offerings. Core classes needed for the degree completion are currently offered in multiple formats and there will be no impact on workload. Dr. Kristen Cuthrell serves as program area coordinator. In this role, she completes the elementary education area schedules, analyzes data and completes area reports, works with other areas to ensure alignments, and addresses any program area concerns.

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", an annual newspaper insert is distributed in newspapers across North Carolina.

The graduate school has developed a system that allows both prospective 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.

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 anytime 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.

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>.

6. Library and learning resources

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.o>.

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. 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/accessrv/ill/index.cfm>; Laupus Library <http://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 conferencing 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 MediaSite. 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	
Faculty Salaries	80,195	(80,195 average faculty salary)/(18 hrs.) x 18 (hours in first year)
Benefits	18,445	(23% x 80,195)
Supplies & Materials	1,500	\$250 per course (250 x 6 courses)
Total Budget	100,140	(faculty salaries, benefits, supplies & materials)
Tuition Revenue	104,328	(207 DE in-state tuition) x (504 SCH's from first year)
Enrollment revenue	132,985	(80,195 average faculty salary) / (303.93 matrix FTE) x (504 SCH)

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:

None anticipated.

Per-SCH charge, tuition and fees, for this out-of-state instruction to non-NC residents: \$826.00.

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 elementary education program will utilize the Education Teacher Performance Appraisal Instrument (edTPA) and an electronic portfolio (Taskstream) will be required of every student.

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

- Effectively implement the goals and objectives of the core (items #1-5 above), specifically in elementary schools with elementary students,
- Demonstrate advanced understandings and implementation of elementary curriculum content and methods of teaching in elementary classrooms,
- Reflect on and evaluate one's own elementary classroom practices and experiences,
- Demonstrate mastery level teaching through documented expertise in the design and delivery of instruction for elementary education students, with the use of appropriate technology and presentation methods for both instruction and documentation of teaching expertise, and
- Demonstrate the ability to locate, interpret, evaluate, and utilize relevant educational research to address school-related issues in the elementary school as well as design and implement action research focused on school-based issues.

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. Attachments

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:

Dr. Jane Manner
Associate Professor, College of Education
252-328-5594
manner@ecu.edu

Dr. Terry Atkinson, Graduate Director
252-328-2889
atkinsont@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 _____