

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 1/24/2014

Constituent Institution: East Carolina University
CIP Discipline Specialty Title: Family and Consumer Sciences/Home Economics Teacher Education
CIP Discipline Specialty Number: 13.1308 Level: B
Exact Title of the Proposed Program: Family and Consumer Sciences Education
Degree Abbreviation: BS Proposed Date of Initiation: August 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):

If approved, ECU's BS in Family and Consumer Sciences Education online degree completion program would be the only one of its kind in the UNC system offered via distance education.

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 SACS; 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 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 of Child Development and Family Relations (CDFR) proposes to offer the existing Bachelor of Science in family and consumer sciences education degree program (FACS), as a degree completion program delivered via a distance education (DE) format beginning August 2014. The program will be delivered via the Internet utilizing Blackboard as the course management system. We propose to begin admitting students in fall of 2014 and anticipate approximately 10 students. The program would be ongoing after that.

The FACS degree completion program primarily prepares individuals to teach in secondary schools. Graduates also qualify for occupations with the Cooperative Extension Service, workforce development programs, and career services; and to prepare for graduate study. FACS majors gain conceptual understanding of family and consumer sciences core concepts, problem solving skills, and career and technical skills to prepare youth and adults in a variety of content areas. As secondary educators in FACS, graduates are licensed to teach in North Carolina (and have reciprocity with many other states).

Data from the NC Department of Public Instruction (NCDPI) for 2011-2012 shows about 127,187 students enrolled in FACS programs and about 1375 FACS teachers. Of these, 94,240 high school students are taking FACS courses in one or more of the 21 Career and Technical Education courses available in FACS. The federal mandate to provide career pathway education fuels increasing enrollment in these courses.

The FACS degree program in CDFR prepares students for initial licensure to teach career and technical courses in the following content areas: community and family services, culinary arts and hospitality, early childhood education, consumer economics and resource management, food science and nutrition, apparel and textiles, human services work development, and interior design services. Students also learn about workplace applications and leadership skills necessary to advise student organizations.

We believe this program will appeal, in particular, to traditional and non-traditional students transferring from a community college interested in becoming a teacher, and those seeking initial licensure in Family and Consumer Sciences. The program could be completed part-time or full time and would appeal to those with a career or families, who could not easily move to complete the program requirements. We would work closely with the college transfer program within the community college system to promote the program.

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 sets forth ECU's vision, values, five strategic directions, and core competencies. 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 from the UNC Strategic Plan "Our Time Our Future" 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.

Additionally, the first goal from the UNC Strategic Plan "Our Time Our Future" is "setting degree attainment goals responsive to state needs." Not only does this DE program increase access, particularly to students in remote areas of the state, but it will lead to successful employment that will have a positive social and economic impact on the state. Currently, graduates from our on campus FACS program have a 100% job placement rate. However, there is still a shortage of FACS teachers in North Carolina as well as twenty other states. One of the guiding principles of the UNC strategy is that the degree attainment goal must meet state needs. This program will directly meet state needs by providing the qualified FACS teachers to fill the FACS teacher shortage in North Carolina, one of twenty-one states with a current FCS teacher shortage, with five additional states indicating a future shortage (Werhan, 2013, Family and Consumer Sciences Secondary School Programs: National Survey Shows Continued Demand for FCS Teachers, *Journal of Family and Consumer Sciences*, 105, (4) 41-45.

The proposed program is also in alignment with the ECU mission in regards to using innovative learning strategies and delivery methods to maximize access, expressed in *ECU Mission Statement* pending Board of Governor's approval.

- *To be a national model for students success, public service and regional transformation, East Carolina University;*
- *Uses innovative learning strategies and delivery methods to maximize access;*
- *Prepares students with the knowledge, skills and values to succeed in a global, multicultural society;*
- *Develops tomorrow's leaders to serve and inspire positive change;*
- *Transforms health care, promotes wellness, and reduces health disparities; and*
- *Improves quality of life through cultural enrichment, academics, the arts, and athletics.*

We accomplish our mission through education, research, creative activities, and service while being good stewards of the resources entrusted to us.

The FACS program is accredited through the American Association of Family and Consumer Sciences and includes faculty who are nationally recognized through their research as well as their involvement in the profession at the state and national level. The FACS degree program is central to the university's mission of service and to its Strategic Plan and UNC Tomorrow goal of "excellence in education". It is critical that ECU produces the quality teachers needed for the region and the state. North Carolina faces a critical shortage of teachers in FACS. Although the undergraduate program has been at ECU for almost 100 years, the current programs are in their infancy in this college/department and we anticipate its growth to meet the needs of this state. This program fits with the following:

- Expanding our distance education programs, delivering a high-quality East Carolina education to the thousands of North Carolinians who cannot be campus residents. .
- Providing ongoing educational and learning opportunities to support the continued development of a competitive workforce for North Carolina.
- The founding, growth, and continued success of East Carolina are all closely related to our effective response to the critical needs of communities and individuals. No other university does more to provide teachers... for North Carolina.

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.

East Carolina University is the only provider of FACS teachers in the eastern part of the state and one of only two degree programs total in the UNC System (Appalachian State University). Appalachian State University has recently indicated it will be closing its FACS education degree program. The decision to close the FACS program at Appalachian State was made in part due to low enrollment and limited delivery options for the degree with no support/interest in moving forward with developing a distance education option for students interested in FACS. NC Central offers courses for a concentration in FACS for licensure but East Carolina University would be the only stand-alone bachelor's degree program in the UNC College System. Meredith College, a private institution in NC also has a BS degree program.

An online degree completion program is the preferred strategy that was recommended and approved through the University of North Carolina Program Review and Recommendation Form Report for FACS October 25, 2012, for increasing enrollment in the FACS education program and for providing the quality FACS teachers needed in North Carolina.

The proposed online bachelor's degree in family and consumer sciences education addresses the shortage of public school teachers licensed in family and consumer sciences. There is a national shortage of licensed FACS teachers. In an attempt to determine interest and feasibility, a field test of three FACS courses took place during the spring and summer semesters to determine the feasibility of

offering all required courses online by doing a hybrid version of the courses with some face to face students and some lateral entry teachers online. The field test was successful, with enrollment of four lateral entry teachers in the spring and an additional four in the summer. Our program receives inquiries for an online Family and Consumer Sciences program monthly.

Not only would the online degree completer program increase enrollment in the FACS education major by offering access to students from across NC, it could also eventually have great potential for neighboring states who have few or no FACS teacher education programs available, thus assisting with the national FACS teacher shortage as well. It would also provide easier access for lateral entry teachers who need the courses to complete their licensure but have difficulty doing so because they teach full time during the day when traditional courses are offered.

FACS faculty will teach both on campus and online courses synchronously until online numbers are sustained to warrant a separate section. CDFR had success with this model while building enrollment for the Birth through Kindergarten Degree completion program.

Data from the NC Department of Public Instruction (NCDPI) for 2011-2012 shows about 127,187 students enrolled in FACS programs and about 1375 FACS teachers. Of these, 94,240 high school students are taking FACS courses in one or more of the 21 Career and Technical Education courses available in FACS. The federal mandate to provide career pathway education fuels increasing enrollment in these courses.

Recent National data regarding the need for FACS teachers indicates that 20% of all secondary school students take FACS classes. See the following excerpt retrieved at <http://www.aafcs.org/AboutUs/JobOutlookrelease112013.asp>

“Alexandria, Va - November 20, 2013 – Results of the National Association of Colleges and Employers’ Job Outlook 2014 survey lend more support to “bringing back home economics,” a national discussion that was kicked off last month by a Good Morning America segment and articles in the Wall Street Journal and Boston Globe. Job Outlook 2014 shows that the skills taught in family and consumer sciences (home economics) secondary classes are among those most valued by employers.

According to the Job Outlook 2014 survey, participants rated “ability to work in a team structure,” “ability to make decisions and solve problems,” “ability to plan, organize, and prioritize work,” and “ability to verbally communicate with persons inside and outside the organization” as the most important candidate skills/qualities. These skills, highly valued by employers, are among the essential life and career skills taught in family and consumer sciences. More survey information is available at www.naceweb.org/s10022013/job-outlook-skills-quality.aspx.

Family and consumer sciences classes provide students the opportunity to explore and prepare for a variety of careers, including culinary, education, early childhood, fashion design and merchandising, tourism and hospitality, consumer studies, and many human services-related careers. Students learn a number of essential skills, such as promoting nutrition and wellness; becoming responsible citizens and leaders; managing resources and finances; balancing personal and work lives; and thinking critically and creatively to address problems. Read this fact sheet (http://www.aafcs.org/res/branding/One-Page_FCSed_Fact_Sheet.pdf) to learn more about family and consumer sciences classes.

Data from another national survey, which will soon be published in the Journal of Family & Consumer Sciences, demonstrate the reach that family and consumer sciences classes have nationwide. Carol Werhan, PhD, family and consumer sciences associate professor at Pittsburg State University, Kansas, compiled data from 2010 through 2012. Dr. Werhan found that all states offer family and consumer sciences secondary (6th – 12th grade) courses and nearly one-fifth (more than 3 million) of all U.S. secondary students had taken a family and consumer sciences course.”

The job prospect is excellent for students seeking employment in teaching and very good for those seeking positions in Extension and other related areas. Several of the eight BS FACS graduates from

spring 2012, and the four graduates from 2013 were **offered more than three jobs each from which to choose**. All graduates from spring 2009 to spring 2013 were able to select FACS teaching positions in the area of the state where they chose to live. Our program has had **100% placement** of undergraduates **since the program became part of the CDFR department in 2002-03**.

The program meets teacher education core competencies and essential standards for the NC Department of Public Instruction, and national standards for the National Council for the Accreditation of Teacher Education (NCATE), National Association of Teacher Educators of Family and Consumer Sciences (NATEFACS), and the American Association of Family and Consumer Sciences (AAFCS).

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 ensure 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.

Provide projected annual headcount enrollment:
 Individual access: Years 1) 10 2) 15 3) 20 4) 25 5) 30

Projected total SCHs (all sites):

Year 1	Student Credit Hours		
Program Category	UG	Master’s	Doctoral
Category I			
Category II	300		
Category III			
Category IV			

Year 2	Student Credit Hours		
Program Category	UG	Master's	Doctoral
Category I			
Category II	450		
Category III			
Category IV			

Year 3	Student Credit Hours		
Program Category	UG	Master's	Doctoral
Category I			
Category II	600		
Category III			
Category IV			

Year 4	Student Credit Hours		
Program Category	UG	Master's	Doctoral
Category I			
Category II	750		
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 Department of Child Development and Family Relations proposes to offer the existing Bachelor of Science in family and consumer sciences education degree program, as a degree completion online program in order to meet the needs of the students who are unable to come to campus for our face to face program. Many of the courses required by the FACS program are already being delivered online through other education programs. Courses already being delivered online are noted by an asterisk below. Courses that need to be developed for online delivery will have the semester and year to the right.

Students completing the Bachelor of Science in family and consumer sciences education degree program will be able to:

1. Be initially licensed to teach family and consumer sciences in North Carolina.
2. Be prepared for careers in family and consumer sciences.
3. Be prepared for further graduate study.

For successful completion of the online Bachelor of Science in family and consumer sciences education degree completion program (after transferring general education requirements from NC 2-yr institutions) requires 70 credit hours, composed of the following:

Professional studies - 36 s.h.

*EDTC 4001: Technology in Education (2)

*EDUC 3002: Introduction to Diversity (3)

*EDUC 3200: Foundations of American Education (3)

*EDUC 4400: Foundations of School Learning, Motivation, and Assessment (3) or

*PSYC 4305: Educational Psychology (3)

FACS 2123: Early Experience in Family and Consumer Sciences Education (1) [Fall 2014](#)

FACS 4317: Curriculum Development (3) [Spring 2014](#)

FACS 4323: Methods of Teaching Family and Consumer Sciences (3) [Fall 2014](#)

FACS 4324: Internship in Family and Consumer Sciences Education (10) [Spring 2015](#)

*FACS 4325: Internship Seminar: Issues in Family and Consumer Sciences Education (2)

*READ 3990: Teaching Reading in the Content Areas in the Secondary School (2)

*SPED 2000: Introduction to Exceptional Children (2)

*SPED 4010: Effective Instruction in Inclusive Classrooms (2)

Core - 33-34 s.h.

*CDFR 1103: Marriage and Family Relations (3)

*CDFR 2000: Child Development I: Prenatal Through Early Childhood (3)

*CDFR 2001: Child Development II: Middle Childhood through Young Adulthood (3)

CDFR 3002: Child in the Family (3) [Summer 2014](#)

*CDFR 3215: The Family As Consumers (3)

CDFR 4390: Family Resource Management (3) [Spring 2014](#)

*FACS 1180: Housing and Interior Design (3)

FACS 2380: Apparel and Textiles for Family and Consumer Sciences (3) [Summer 2014](#)

MRCH 2239: Fashion and Culture (3) [Spring 2014](#)

*NUTR 1000: Contemporary Nutrition (3) or

*NUTR 2105: Nutrition Science (3)

*NUTR 2330: Food Science (3)

*NUTR 2331: Food Science Laboratory (1) or

*HMG 2300: Principles of Food Preparation and Menu Planning (2)

*HMG 2301: Principles of Food Preparation and Menu Planning Lab (1)

Projected Course Offerings for Fall 2014, Spring 2015 for students admitted in Fall 2014 to the online degree completer program option are as follows:

Year One:

Fall 2014 (16 credit hours)

FACS 2123: Early Experience in Family and Consumer Sciences Education (1)

*NUTR 1000: Contemporary Nutrition (3) or

*NUTR 2105: Nutrition Science (3)

*CDFR 1103: Marriage and Family Relations (3)

*CDFR 2000: Child Development I: Prenatal Through Early Childhood (3)

*CDFR 3215: The Family As Consumers (3)

*EDUC 3200: Foundations of American Education (3)

Spring 2015 (16 credit hours)

*CDFR 2001: Child Development II: Middle Childhood through Young Adulthood (3)

MRCH 2239: Fashion and Culture (3)

FACS 4317: Curriculum Development (3)

*SPED 2000: Introduction to Exceptional Children (2)

*EDUC 3002: Introduction to Diversity (3)

*EDTC 4001: Technology in Education (2)

Summer 2015

FACS 1180: Housing and Interior Design (3)

FACS 2380: Apparel and Textiles for Family and Consumer Sciences (3)

Year Two:

Fall 2015 (17-18 student credit hours)

*EDUC 4400: Foundations of School Learning, Motivation, and Assessment (3) or

*PSYC 4305: Educational Psychology (3)

*NUTR 2330: Food Science (3)

*NUTR 2331: Food Science Laboratory (1) or

*HMG 2300: Principles of Food Preparation and Menu Planning (2)

*HMG 2301: Principles of Food Preparation and Menu Planning Lab (1)

CDFR 4390: Family Resource Management (3)

FACS 4323: Methods of Teaching Family and Consumer Sciences (3)

*SPED 4010: Effective Instruction in Inclusive Classrooms (2)

CDFR 3002: Child in the Family (3)

Spring 2015 (14 credit hours)

FACS 4324: Internship in Family and Consumer Sciences Education (10)

*FACS 4325: Internship Seminar: Issues in Family and Consumer Sciences Education (2)

*READ 3990: Teaching Reading in the Content Areas in the Secondary School (2)

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.

There are no differences in admission requirements with this online degree completer option. All requirements for the bachelor degree in Family and Consumer Sciences Education will remain the same. All requirements for GPA, Admission to Upper Division for Professional Education and application for Senior I and Senior II Internship in public schools in cooperation with the School of Teacher Education in the College of Education and adherence to all requirements of the office of Clinical Experiences, and requirements for edTPA Portfolio, and all licensure requirements will be the same.

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. A unit assessment coordinator 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 19 part-time faculty 0:

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;

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
Christine Shea (F)	EDUC 3002 - Introduction to Diversity (3, UG, fall)	PhD in Educational Policy Studies University of Illinois at Champaign-Urbana CIP - 130101 M.Ed. in Comparative Education	

		<p>University of Illinois at Champaign-Urbana CIP 139999</p> <p>MS in Elementary Education; Specialization: Urban Education; State of New York, Geneseo, NY CIP 131202</p> <p>B.A. in World History, English Literature Nazareth College of Rochester, Rochester, New York</p>	
Eboni Baugh (F)	CDFR 1103 - Marriage and Family Relations (3, UG, fall)	<p>PhD in Marriage and Family Therapy CIP – 511505</p> <p>Florida State University MS in Marriage and Family Therapy East Carolina University CIP – 511505</p> <p>BS Communication Sciences University of NC, Chapel Hill</p>	
Benjamin Blaisdell (F)	EDUC 3200 - Foundations of American Education (3, UG, Fall)	<p>PhD, Philosophy (Ed General) CIP- 130101 UNC - Chapel Hill</p>	
Daniel Boudah (F)	SPEd 4010 - Effective Instruction in Inclusive Classrooms (2, UG, fall)	<p>PhD, Philosophy (Curriculum and Instruction) CIP - 130301 University of Kansas</p>	
Jacqueline De Chabert – Rios (F)	<p>HMGT 2300-Principles of Food Preparation and Menu Planning (2, UG, Fall, Spring)</p> <p>HMGT 2301- Principles of Food Preparation and Menu Planning Lab (1, UG,)</p>	<p>BA, 1986 Howard University MS, 1988 Florida International University CIP – 190505</p> <p>PhD, 1998 Virginia Polytechnic and State University CIP - 520901</p>	
Melani Duffrin (F)	<p>NUTR 2330 - Food Science (3, UG, spring)</p> <p>NUTR 2331- Food Science Laboratory (1, UG, spring)</p> <p>NUTR 2105- Nutrition Science (3, UG, Fall, Spring)</p>	<p>BS, Home Economics 1993, Western Illinois University CIP 190101</p> <p>MSED, Nutrition Sciences 1995, Western Illinois University CIP 301901</p> <p>PhD, Curriculum & Instruction 2002, Ohio University CIP 130301</p>	
Bernice Dodor (F)	<p>FACS 1180 - Housing and Interior Design (3, UG, spring)</p> <p>CDFR 3002 - Child in the Family (3, UG, spring)</p> <p>CDFR 3215 - The Family As Consumers (3, UG, spring)</p>	<p>MS. & PhD in Family and Consumer Sciences Education 2002, 2008, Iowa State University, Ames CIP 13.1308</p> <p>BS in Home Economics 1993, University of Ghana, Legon, Ghana CIP 190101</p>	

Archana Hegde (F)	CDFR 2000 - Child Development I: Prenatal Through Early Childhood (3, UG, spring)	BS & MS in Human Development 1995, 1997, College of Homescience Nirmala Niketan, India CIP 190701 PhD in Human Development & Family Studies 2005, UNC – Greensboro CIP 190701	
Ran Hu (F)	READ 3990 - Teaching Reading in the Content Areas in the Secondary School (2, UG, spring)	Master of Arts (Reading Teacher Ed), University of Georgia - Athens CIP – 131315 Doctor of Philosophy (Reading Teacher Ed), University of Georgia - Athens	
Cheryl Johnson (F)	FACS 4317 - Curriculum Development (3, UG, spring) FACS 4323 - Methods of Teaching Family and Consumer Sciences (3, UG, fall) FACS 4325 - Internship Seminar: Issues in Family and Consumer Sciences Education (2, UG, spring)	BS in Home Economics Education 1990, Oregon State University CIP 13.1308 MS & PhD in Vocational Technical Education 1994, 1996 Virginia Tech CIP 13.1308	
Bryce Jorgensen (F)	CDFR 1103 - Marriage and Family Relations (3, UG, fall) CDFR 3215 - The Family As Consumers (3, UG, spring) CDFR 4390 - Family Resource Management (3, UG, fall)	MS, Family Resource Management 2010, Virginia Tech University CIP 190499 MS, Human Development 2007, Virginia Tech University CIP 190701 PhD, Human Development/Family Studies 2010, Virginia Tech University CIP 190701	
Kimberly Lukhard (P)	NUTR 1000 - Contemporary Nutrition (3, UG, fall)	MS, Nutrition, 1999 East Carolina University CIP 190501	
Linda Long-Mitchell (F)	EDUC 4400 - Foundations of School Learning, Motivation, and Assessment (3, UG, fall)	PhD, Curriculum & Instruction, 2002, University of Georgia – Athens CIP 130301 MEd, Special Education & Teaching General, 1995, Ohio University - Athens CIP 131001	
Natalia Sira (F)	CDFR 2000 - Child Development I: Prenatal Through Early Childhood (3, UG, spring) CDFR 2001-Child Development II: Middle Childhood through Young Adulthood (3, UG, spring)	PhD in Human Development & Family Studies 2003, Virginia Polytechnic Institute and State University CIP 190701 MD, Medical Treatment 1981, Uzhhorod State University, Ukraine	
William Sypawka (P)	EDTC 4001 - Technology in Education (2 UG, fall)	EdD, Educational Leadership East Carolina University CIP - 130401	

Marsha Tripp (P)	SPED 2000 - Introduction to Exceptional Children (2 UG, fall)	MAEd, Special Ed and Teaching Gen East Carolina University CIP – 131001 EdD, Ed Admin and Supervision Other North Carolina State University CIP - 130499	
Theodore Whitley (P)	PSYC 4305 - Educational Psychology (3, UG, fall)	PhD, Educational Psychology CIP 422806 Duke University	
Barbara Woods (F)	FACS 2123 - Early Experience in Family and Consumer Sciences Education (1, UG, fall) FACS 4324 - Internship in Family and Consumer Sciences Education (10, UG, spring) FACS 2380 - Apparel and Textiles for Family and Consumer Sciences (3, UG, fall, summer)	PhD, Education Leadership; Human Development Cognate 2006, Ohio State University CIP 130401 MAT in Family and Consumer Sciences Education 1990 University of Vermont CIP 131308 B.S. in Home Economics Education 1974, Valparaiso University Certified Family and Consumer Sciences Educator	
Jungmin Yoo (F)	MRCH 2239 - Fashion and Culture (3, UG, fall)	BA Hankuk University of Foreign Studies AAS, Fashion Merchandising, 2001 Fashion Institute of Technology CIP 521902 MS, Apparel & Textiles General, 2006, Ohio State University CIP 190901 PhD, Apparel & Textiles Other, 2010 Oregon State University CIP 190999	

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).

The anticipated impact on faculty workload will be minimal. The faculty has already voted to decrease our total number of required student credit hours for the degree from 126 to 120. Seventy of those hours are offered in the online degree completer option, with the remaining being brought in with the student from a North Carolina 2-yr institution.

The undergraduate curriculum committee has met to remove obsolete courses, reduce course material overlap, and work toward degree efficiency within the curricular core. The majority of the professional studies and core courses that are required for this degree completion program are currently offered online. Any remaining courses that require development are expected to be developed for online

delivery by fall 2014. The only impact on faculty teaching workload will be the additional time to teach those courses online. Current resources are adequate for that; however, it will be imperative to maintain these current resources including faculty. Growth in the program may dictate the need for additional resources in the future.

Cheryl A. Johnson, Phd, Associate Professor and Program Coordinator, serves as the program director. In this role, she analyzes data and completes area reports, works with other areas to ensure alignments, and addresses any program area concerns She works with College of Education and College of Human Ecology faculty to ensure alignments to state and national standards, NCATE and SACS accreditation, Education Teacher Performance Assessment, advises all BS FACS students from second semester sophomore and above, coordinates admission to upper division, internship placements, and compliance with all licensure requirements working in conjunction with College of Education Office of Teacher Education.

Susannah W. Berry, MS serves as the DE coordinator for the CDFR department. In this role, she currently advises all BK DE students and assists with registration. Once the FACS program is added, she will assist with FACS student registration, but advising will be done FACS faculty. Ms. Berry also will assist students with inquiries into both the BK and FACS programs and provide information on how to begin with ECU.

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 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 evaluation, 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 Degree Works evaluation lists the degree requirements, summarizes progress based on your academic record, and assists in selecting courses. Students and advisors can view an existing evaluation or generate a new evaluation.

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.

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 setting up an appointment using the online appointment system located at <http://www.ecu.edu/cs-acad/writing/writingcenter/submit.cfm>.

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/accesssrv/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:

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.

To support ECU's distance education, Information Technology and Computing Services (ITCS) use the Blackboard Learning Management System. ECU's Blackboard environment was upgraded to version 9.1.9 in May 2013. Blackboard is hosted locally and upgrades occur each May. ECU runs the largest Blackboard system among the UNC campuses with 6,800 course sites. Recent investments in disaster recovery and business continuity solutions provide 24x7 access with minimal disruption to students and faculty.

iWebfolio is a software platform that allows students to create their own electronic portfolios to host student outcomes, including but not limited to accomplishments, papers, course presentations, and video and audio examples of course work. iWebfolio is cloud hosted; ITCS provides instructional and technical support.

SabaMeeting is a web conferencing platform that provides a virtual classroom using live and recorded sessions. SabaMeeting enables faculty and students to attend class "live" from anywhere they have access to an Internet connection. It is accessed using a web browser and enables the student to see and hear the instructor as well as respond to the instructor's questions with audio. SabaMeeting provides faculty with detailed reports that can be used for class participation. SabaMeeting is cloud hosted; ITCS provides instructional and technical support.

Second Life is a 3D virtual world used by educators at ECU for teaching coursework, having office hours, group training sessions, simulations, and other educational opportunities. ECU's Second Life environment is a place to create, connect, collaborate, communicate and share with millions of other residents, but designed specifically for the ECU community. ECU's Second Life environment includes classes from several colleges; departments on campus also use it for orientations, recruiting, and resources.

Tegrity lecture capture is integrated with Blackboard and records on-screen activity, audio, and web cam video. Tegrity can be used in or outside of the classroom and recordings are easily shared with students. In addition to recording class lectures, faculty can use Tegrity to provide learning resources to students, take students on a guided tour of online course environments, provide a "how to" demonstration, and much more. Tegrity provides faculty with detailed viewing reports. Tegrity is cloud hosted; ITCS provides instructional and technical support.

Qualtrics survey software is available to all ECU official faculty, staff, as well as students when supervised by faculty, in a class or research setting. The license allows for unlimited use of the software for legitimate ECU related research and educational activities.

WordPress is ECU's blog platform where users can blog on their course(s) or promote their department. ITCS communicates with the ECU community through a variety of blogs that focus on CommonSpot, mobile technologies, SharePoint, the Web, Surveys, OneStop, and more.

Yammer is a microblogging tool used to communicate, collaborate and share course information. Yammer is cloud hosted; ITCS provides instructional and technical support.

The Global Classroom is a state-of-the-art teaching and learning center which supports internet-based video conferencing and other collaboration tools for groups of up to 100 persons. The Global Classroom is designed to host asynchronous and synchronous online activities, both credit and non-credit, and activities that serve the greater ECU/Greenville/Pitt County community, as well as the State of North Carolina. It is equipped with smart classroom, audio, video and teleconferencing equipment. Courses from a wide variety of disciplines employ the Global Classroom with use ranging from a single guest lecturer to an entire course. The Global Classroom is used for distance education taping, live web

cast, archived sessions, and video conferencing, and is also the home base for Global Academic Initiatives and their related programs. In addition, the Global Classroom is the home of all Global Understanding courses.

Many of the technology-enhanced classrooms are equipped with Mediasite systems - rich media recording systems that can provide a full-motion video stream, an audio stream, and a data video stream, such as a PowerPoint presentation or the output of the document camera.

ECU students moved to new, improved Microsoft Office 365 e-mail in 2013. Office 365 is accessible from a Web browser and many popular e-mail programs, such as Microsoft Outlook, Microsoft Entourage, and Mozilla Thunderbird, and is compatible with both Windows and Macintosh computers. Office provides 25GB of mailbox space and 20MB attachments; a more personalized e-mail address that includes their last name, first initial(s), year entered ECU, and ends in "@students.ecu.edu"; a built-in chat; and 25GB of built-in "Skydrive" folders that allow students to store documents or photos and access them from any computer or share them with their friends.

ACE Student Computing Support Center provides support for PC and Mac systems, software, network and virus/malware problems. As a certified repair center, ACE also offers additional hardware support and repair (including loaner computers) for students purchasing computers through the ECU Student Stores' computer program. While students are not required to purchase a specific computer brand to attend ECU, several academic programs do require or recommend students have access to certain computer specifications in order to complete coursework. Some programs also have specific software requirements, such as AutoCAD or graphics programs. For a list of computer requirements by department, visit the ACE Computer Purchase page. Distance education students can contact the University IT Help to initiate contact with ACE

The University IT Help Desk offers technical assistance to ECU students regarding software, hardware, and network-related questions through e-mail; telephone, including a toll free number for distance education faculty and students; or live online chat.

ITCS offers many free training opportunities for students, faculty, and staff. ECU is a designated Microsoft IT Academy and provides access to more than 1,400 Microsoft E-Learning modules focusing on Applications (Word, Excel, Project), Systems (Windows XP, Windows Vista), and Servers (Windows Server, Exchange, SQL).

ECU's Software Download Center provides the university community secure quick access to licensed software packages, such as the Microsoft Office suite, SPSS and SAS statistical software, antivirus software, and Camtasia screen-recording software, among many others. A comprehensive listing of supported software is at <http://www.ecu.edu/cs-itcs/Software>. The Virtual Computing Lab provides students access to a variety of software needed for class assignments and projects at no cost. Students choose to make a reservation or log on immediately to the VCL from any location, 24 hours a day, 7 days a week. Students, faculty and staff rely on ITCS's Web publishing, survey, collaboration, and file storage/sharing tools to facilitate group exchange of ideas, research, and academic work.

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. To ensure success, adequate funding is provided for the technology infrastructure for distance education, through an education and technology student fee.

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	
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Faculty Salaries	100,244	80,195 (average faculty salary)/24 (faculty hrs.) x 30 (semester hrs. in first year)
Benefits	18,445	(23% x 80,195)
Supplies & Materials	2,500	\$250 per course (250 x 10 courses in first year)
Total Budget	121,189	(faculty salaries, benefits, supplies & materials)
Tuition Revenue	40,200	\$134 (DE in-state tuition) x (300 SCH's from first year)
Enrollment revenue	44,907	(80,195 average faculty salary) / (535.74 matrix FTE) x (300 SCH's from first year)

We will be teaching this program using current resources during the first year. Therefore, revenue will be generated during the first year of the program. If the program grows, there may be a need for additional resources but the additional revenue generated would offset these increased costs.

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. NA

Per-SCH charge, tuition and fees, for this out-of-state instruction to non-NC residents: \$626.00.

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.

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.

Faculty members teaching distance education courses have access to consultation, implementation, and evaluation support from appropriate supporting units (i.e. Office of Faculty Excellence, IPAR, college Instructional Support Consultants, library services, etc.) and will be provided with appropriate equipment, software, and communications access necessary to provide effective distance education. All faculty teaching distance education courses will engage in at least one training activity each academic year that addresses advances in the methodologies and technologies used in distance education.

Assessment of the Bachelor of Science in family and consumer sciences education degree program will utilize the education Teacher Performance Assessment (edTPA) electronic portfolio to document students' successful completion of the program. In addition, the Praxis II exam in Family and Consumer Sciences will be required for teacher licensure. Further details on program outcomes that are assessed through course work and internship experiences and documented through TracDat are noted below.

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

1. Plan instruction appropriate for their students (North Carolina Professional teaching Standard IV)
2. Analyze student learning (North Carolina Professional Teaching Standard V)
3. Demonstrate high ethical standards as defined by (North Carolina Professional Teaching Standard I)

ECU uses the TracDat software product 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.

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:

Cheryl A. Johnson, PhD
Associate Professor and Program Coordinator
Family and Consumer Sciences Education
Department of Child Development and Family Relations
252-328-5754

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Susannah Berry, MS
Director of Undergraduate Studies
DE Coordinator and Teaching Instructor
Department of Child Development and Family Relations
252-328-1332

berrys@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 _____