

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: 11/19/10

Constituent Institution: East Carolina University
CIP Discipline Specialty Title: Physical Education Teaching and Coaching
CIP Discipline Specialty Number: 13-1314 Level: M
Exact Title of the Proposed Program: Master of Arts in Education in Physical Education (MAEd)
Degree Abbreviation: MAEd Proposed Date of Initiation: August, 2011
Will this program be completely individual access (e.g., online, videocassette, etc.)? Yes
If "yes," primary mode of delivery: Internet

If cohort-based, length of time to complete the program (e.g., 18 mos., 2 years) NA

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):

Only 7 institutions (4 public and 3 private) prepare physical educators for advanced licensure at the Master's level. None of these programs are currently online.

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

Two NA (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? NA

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.

This online program proposed to begin September 2010 will enable 20 licensed North Carolina teachers to acquire advanced competencies in Physical Education. The program will be delivered via

the Internet utilizing Blackboard as the course management system. Additionally, the program complements completion of the requirements for National Board Certification.

The Master of Arts in Education is awarded by the College of Education in conjunction with the Department of Exercise and Sport Science. To be eligible, applicants must hold a current North Carolina Teaching License. In addition, any licensed teacher, regardless of discipline, who meets program prerequisites, may enroll in the MAEd in Physical Education.

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 sixty years, the mission of East Carolina University (ECU) 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. By 1995, with advances associated with rapidly improving technologies, access to the Internet, and faculty experience in utilizing these resources, the university began a migration from site-based instruction and student support services toward electronically supported academic programs.

East Carolina University proactively 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. Various campus committees actively pursued establishment of policies, procedures, and practices designed to ensure the development and support of quality programs.

Membership of these committees included an appropriate mix of faculty and administrators. Surveys and reviews were conducted to determine existing best practices as well as to determine demand for critical academic programs. One obvious influence emerging from the planning and program development process was the recognition of success in courses and programs that increasingly integrated technology to support the educational process.

Major strategies emerging from these planning efforts included:

- Commitment to focus on delivery of complete degree and/or certificate programs instead of a random selection of courses
- Commitment to use regular campus faculty, not adjuncts, to deliver most courses
- Investment in critical support services and faculty services to facilitate development and deployment of academic programs
- Investment in critical infrastructure, desktop technologies, and support services to support electronically offered courses
- Development of a planning process prior to approving programs to be offered in distance education format
- Development of a funding model to provide appropriate support for sustaining ongoing programs and resources to invest in expansion initiatives

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.

Over the past thirty years United States childhood obesity rates have tripled. Presently The Centers for Disease Control and Prevention (CDC) estimate that nearly one in three children in America is overweight or obese. As a result the CDC estimates that one third of all children born in 2000 or later will suffer from diabetes at some point in their lives, many others will face chronic obesity-related health problems like heart disease, hypertension, cancer and asthma.

It is an ambition of the United States to increase the physical activity and fitness our youth. Our present national health goals, contained in Health People 2010 include several specific school physical education objectives including: a) to increase the proportion of the nation's public and private schools that require daily physical education for all students, b) to increase the proportion of adolescents who participate in daily school physical education, and c) to increase the proportion of adolescents who spend at least 50 percent of school physical education time being physically active. All these objectives are retained in the current draft of Healthy People 2020 with an additional objective to increase the proportion of adolescents that meet current physical activity guidelines for aerobic physical activity and for muscle-strengthening activity.

In concert with our National health goals, the US Department of Health and Human Services has issued physical activity guidelines for Americans. Among the key guidelines for children and adolescents are: a) children and adolescents should do one hour (60 minutes) or more of physical activity every day, b) most of the one hour or more a day should be either moderate vigorous-intensity aerobic physical activity, and c) as part of their daily physical activity, children and adolescents should do vigorous-intensity activity on at least 3 days per week along with muscle-strengthening and bone-strengthening activity on at least 3 days a week.

Legislative action is ongoing to combat childhood obesity. Of significance to this request is proposed language for the reauthorization of the Elementary and Secondary Education Act to designate physical education as a core subject, eligible increased federal funding. This is congruent with the White House Task Force on Childhood Obesity's recommendation to increase the quality and frequency of sequential, age-and developmentally appropriate physical education for all students, taught by certified physical education teachers.

First Lady Michele Obama has initiated Project Let's Move in response to the present National childhood obesity epidemic. A key initiative of the project is to increase childhood physical activity. A key element is to increase school physical education programs which have. Unfortunately time devoted to physical education has declined in all levels of US public schools over the past two decades. Let's Move calls for developing and maintaining strong physical education programs that engage students in moderate to vigorous physical activity for at least 50% of class time. A fundamental necessity of this initiative is the provision of qualified school professionals who are trained in teaching methods to engage students in physical education in Physical Education, including those students who face greater barriers to activity.

Recent data indicate that North Carolina ranks 5th worst in the Nation with a childhood obesity rate among 10 to 17 year olds of 19.3%. An additional 17.6% of North Carolina 10 to 17 year olds is overweight, but not obese! A survey of North Carolina middle school children found that 25% percent consider themselves overweight and 45% are currently trying to lose weight. This is confounded with the finding that 50% of North Carolina children watch more than two hours of television daily.

The North Carolina Department of Public Instruction (NCDPI) reports there are 5, 928 licensed physical educators currently employed in North Carolina Public Schools. The majority hold an initial (Bachelor's) teaching license. With an online program, teachers from across the state will have the opportunity to complete a graduate degree. At the same time 27 North Carolina IHE's (9 public, 18 private) prepare physical educators for initial licensure at the bachelor's level. However, only 7 institutions (4 public and 3 private) prepare physical educators for advanced licensure at the Master's level. None of these programs are currently online. Furthermore it should be noted that the provision of highly qualified teachers is a major priority of the North Carolina Department of Public Instruction (NDPI). As such all individuals who attain advanced licensure, including those earning the MAEd in Physical Education, receive a concomitant 12% increase in salary. Finally the capstone portfolio developed by MAEd students is modeled after the National Board for Professional Teaching Standards (NBPTS) submission. As such MAEd graduates are prepared to initiate acquisition of NBPTS designation, thus further identifying them as highly qualified teachers.

Institutionally East Carolina University is committed to serve as a national model for both health teacher preparation in part by: a) expanding graduate educational programs in health and health care, and b) increasing the number of outstanding teachers who are prepared to teach in North Carolina schools, and c) supporting graduate education and professional development opportunities for PK-16 personnel.

Further evidence for the need for the MAEd in Physical Education stems from program enrollment data. In the fall 2008 when the program was delivered face-to-face, 5 students were enrolled. In fall 2010, with the program being delivered 100% via distance education, 35 students are enrolled. Furthermore in fall 2010, 44 students are enrolled in the MAEd in Health Education which has been delivered via distance education for several years. In fact the majority (> 80%) are practicing physical education, many of whom have indicated they would have enrolled in a MAEd in Physical Education if such a program were available via distance education at the time of their matriculation.

Each of the University's distance education programs begins in the academic department. Faculty members work with staff from the Division 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 which consists of members representing the Office of Academic Affairs, Office of Institutional Planning, Assessment and Research, Graduate School, Division of Continuing Studies, Division of Research and Graduate Studies, Division of Health Sciences, Undergraduate and Graduate Curriculum Committees as well as the Faculty Senate Chair. The groups charge is to advise departments planning new degree programs and make a recommendation to the Provost regarding the approval of program requests. The proposal is then reviewed by the Educational Policies and Planning Committee, a standing committee of the faculty senate and then referred to the academic council.

Academic Program Development Collaborative Team

The Academic Program Development Collaborative Team (APDC Team) is an advisory body to the Academic Council. 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 proposal submitted as well as advises the Dean of the Graduate School on graduate programs under consideration. EPPC is informed of those recommendations.

Educational Policies and Planning Committee

The charge and membership roster of the Educational Policies and Planning Committee, a standing committee of the Faculty Senate, may be accessed at

<http://www.ecu.edu/csacad/fsonline/ep/educationalpolicies.cfm>

EPPC considers new program proposals, minors, certificates, and concentrations, and makes recommendations to the chancellor.

Academic Council

The Academic Council includes the provost and vice chancellor for academic affairs, the vice chancellor for research and graduate studies, and the vice chancellor for health sciences. The Academic Council considers the APDC Team's recommendations on new academic degree program proposal and makes recommendations to the chancellor

Provide projected annual headcount enrollment:

Individual access: Years 1) 20 2) 25 3)25 4)25 5)25

Projected total SCHs (all sites):

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

Category IV			
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Year 2	Student Credit Hours		
Program Category	UG	Master's	Doctoral
Category I			
Category II		375	
Category III			
Category IV			

Year 3	Student Credit Hours		
Program Category	UG	Master's	Doctoral
Category I			
Category II		375	
Category III			
Category IV			

Year 4	Student Credit Hours		
Program Category	UG	Master's	Doctoral
Category I			
Category II		375	
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 offerings.

Outcomes and Learning Objectives

Goal Competency	Outcome	Evidence	Assessment
Graduates will be well-grounded in the advanced concepts of program development, delivery, assessment, and supervision of K-12 physical education	Program graduates will demonstrate acceptable knowledge of effective program development, teaching, and learning technology and assessment.	Ninety percent of program students will score 100 (out of 125) or higher on the EXSS 6104 Curriculum Development Rubric	EXSS 6104 Curriculum Development Rubric
Program graduates will be well-grounded in the design, and interpretation of pertinent research on physical education pedagogy.	Program graduates will demonstrate the ability to design and analyze pertinent research related to physical education pedagogy	Ninety percent of students will score 100(out of 125) or higher on the Review of Literature section of the EXSS 6990/1 Action Research Project Rubric	Review of Literature Section of the EXSS Literature Section of the 6990/1 Action Research Project Rubric
Program graduates will be critical thinkers	Program graduates will demonstrate the ability to employ reflective teaching and critical thinking practices for self-assessment and improvement.	Ninety percent of program graduates will develop, implement and analyze an action research project, earning 450 (out of 500) on the EXSS 6990/1 Action Research Project Rubric.	6990/1 Action Research Project Rubric

Education for a New Century (communication with Cultural Groups)	Program graduates will demonstrate the ability to communicate, interact and work positively with students and parents from other cultural backgrounds	Ninety percent of program graduates earn 100 (out of 125) on the Documentation of NBPTS Standards Attainment section of the EXSS 6990/1 Action Research Project Rubric.	Documentation of NBPTS Standards Attainment section of the EXSS Literature Section of the 6990/1 Action Research Project Rubric
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Schedule of Proposed Course Offerings

<u>Required Courses (30 s.h.)</u>	<u>S.h.</u>	<u>Offered</u>
EDUC 6001 Intro to Differences in Human Learning in Schools	3	Fall, Spring
EXSS 6101 Technology and Assessment of PETE	3	Fall
EXSS 6104 Curriculum in Physical Education	3	Fall
EXSS 6108 Analysis of Teaching Physical Education	3	Fall
EXSS 6109 Clinical Supervision Physical Education	3	Spring
EXSS 6110 Professional Issues in PETE	3	Spring
EXSS 6202 Motor Learning	3	Summer II
EXSS 6300 Research Techniques in EXSS	2	Fall
EXSS 6301 Research Seminar in EXSS	1	Fall
EXSS 6990 Practicum in EXSS	1	Fall, Spring
EXSS 6991 Practicum in EXSS	2	Fall, Spring
SPED 6002 Addressing Differences in Human Learning in Sch	3	Fall, Spring, Summer
<u>Leadership Restricted Elective (3 s.h.) (choose one)</u>	<u>S.h.</u>	<u>Offered</u>
ADED 6550 Leadership and Communication Skills in Education	3	Fall, Spring
ELEM 6550 Leadership and Communication Skills in Education	3	Fall, Spring
<u>Research Restrictive Elective (3 s.h.) (choose one)</u>	<u>S.h.</u>	<u>Offered</u>
EDUC 6480 Introduction to Research	3	Fall, Spring
EDUC 6482 Trends and Issues in Educational Research	3	Fall, Spring
SCIE 6500 Understanding and Engaging in Educational Research	3	Spring

ADED 6550 Leadership and Communication Skills in Education (3) Same as ELEM 6550 Teacher leadership, communication, and reflective practice in schools. Skill development enhances communication and collaboration with families, students, and educational professionals. Addresses organizational challenges and facilitates positive change.

EDUC 6001. Introduction to Differences in Human Learning in Schools (3) Examines race, ethnicity, socioeconomic class, gender, sexual preference, and exceptionality relative to historical, philosophical. Social, cultural, political, and legal issues in schools.

EDUC 6480. Introduction to Research (3) Development and use of research, research methods, applied research, basic research, methods of reasoning, fallacies in reasoning, statistical methods, thesis writing, survey research, and evaluation of research

EDUC 6482. Trends and Issues in Educational Research for Practitioners (3) Recent developments in educational research and implications for educational practitioners as research consumers. Emphasis on identification, analysis, application, and evaluation of developments in literature through field-based research.

EXSS 6101. Technology and Assessment for Physical Education Teacher Education (3) Technology and assessment strategies to support physical education instructions and assessment in K-12 settings.

EXSS 6104. Curriculum in Physical Education (3) The present state of physical education is studies with regard to student needs and future trends in curriculum development.

EXSS 6108. Analysis of Teaching in Physical Education (3) Teaching behavior analysis related to class management, student activity levels, skill feedback, and verbal and nonverbal interactions through the use of systematic and informal observation techniques

EXSS 6109. Clinical Supervision in Physical Education (3) Examines the role of mentoring and reflective teaching necessary for supervising preservice and inservice physical education teachers.

EXSS 6110. Professional Issues in Physical Education Teacher Education (3) Current issues and trends in contemporary K-12 physical education teacher education.

EXSS 6202. Motor Learning (3) Designed to provide an in-depth study of the theories, concepts, and basic principles related to motor skill learning.

EXSS 6300. Research Techniques in Exercise and Sport Science (2) Prepares graduate students to design, conduct, and report research. Emphasis is placed upon planning research, utilizing research methods, and interpreting results.

EXSS 6301. Research Seminar in Exercise and Sport Science (1) Prepares graduates students to develop and write research proposals and reports.

EXSS 6990, 6991. Practicum in Exercise and Sport Science (1, 2) Visitations and on the job training with administrators in physical education and athletics, and agencies, institutions, and schools with exceptional children and adults and other populations in grades kindergarten through college.

ELEM 6550 Leadership and Communication Skills in Education (3) Same as ADED 6550 Teacher leadership, communication, and reflective practice in schools. Skill development enhances communication and collaboration with families, students, and educational professionals. Addresses organizational challenges and facilitates positive change.

SCIE 6500. Understanding and Engaging in Educational Research (3) Research on human development and learning and pedagogical knowledge and skills expected of master teacher. Current trends and issues in education, skills in data collection, and application of research in classroom.

SPED 6002. Addressing Differences in Human Learning in Schools (3) Strategies for assessment, curriculum, and instruction of diverse student populations. Extends and applies information from EDUC 6001.

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

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

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

5. Faculty and support staff

Please Provide:

Number of faculty expected to deliver instruction: full-time faculty 16 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;

ROSTER OF INSTRUCTIONAL STAFF

Name	Most Advanced Degree	Other Degree	Courses Taught	Other Qualifications
Benjamin Blaisdell	PhD		EDUC 6001	
Boni B. Boswell	PhD		EXSS 6990, 6991	
Kathy Davis	PhD		EXSS 6101, 6110	
James T. Decker	PhD		EXSS 6990, 6991	
Dana Espinosa	PhD		EXSS 6104	
Martha Dreuth Fewell	PhD		SCIE 6500	
David A. Gabbard	PhD		EDUC 6001	
Elizabeth Skeen Knott	PhD		ADED 6550	
Bomna Ko	PhD		EXSS 6108, 6109	
Mark Moore	PhD		EXSS 6300, 6301	
Nicholas Murray	PhD		EXSS 6202	
Christine M. Shea	PhD		EDUC 6001	
Sue B. Steinweg	PhD		SPED 6002	
Michael R. Vitale	PhD		EDUC 6482	
Louis L. Warren	PhD		ELEM 6550	
Nancy Zeller	PhD		EDUC 6480	
Guili Zhang	PhD		EDUC 6482	

Program course work is in place. Exercise and Sport Science course work (i.e. 24 s.h.) is delivered by seven professors (Drs. Boswell, Davis, Decker, Espinosa, Ko, Moore, and Murray) with terminal degrees in the specialty. College of Education course work (i.e. 12 s.h.) is delivered by ten professors (Drs. Blaisdell, Dreuth-Fewell, Gabbard, Knott, Shea, Steinweg, Vitale, Warren, Zeller, and Zhang) with terminal degrees in the specialty.

Impact of the initiative on faculty workload

Exercise and Sports courses in this area have been under enrolled in recent semesters. As such increased enrollment will positively affect delivery of these courses. College of Education (COE) course work supports the cadre of MAEd licensure areas (n=13). As such, COE faculty has sufficient capacity to manage increased enrollment from the MAEd in Physical Education.

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

A graduate Physical Education Pedagogy Coordinator (Dr. Dana Espinosa) has been in-place in the department of Exercise and Sport Science graduate program administration, as is an overall graduate director for all EXSS graduate programs (Dr. Matthew Mahar). No increase in support personnel for either EXSS or COE is required as a result of this proposal.

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.).

A system of support services is available to distance education students from the time of admission to graduation. The Division of Continuing Studies serves as a clearinghouse of information and a bridge linking distance education students to appropriate faculty and staff in key university offices. Continuing Studies student services staff members are easily accessible to assist students through a dedicated email box dcs@ecu.edu or our toll free 800 number. In addition, the Division's publications and website (www.options.ecu.edu) provide information about admission, advising, registration, bookstore services, library resources and other university services. The Options web site has a student services page with links to financial aid, the library, the university bookstore, Blackboard course management system, technical assistance/Helpdesk. In addition, the University has made a commitment to provide an online interface for services that all students can access anytime. The major repository for administrative services is OneStop. <https://onestop.ecu.edu/onestop/> This comprehensive portal provides access to students, faculty, and staff. The university community logs in using e-mail credentials. 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 other services.

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.

Checking Out Books and Obtaining Articles:

Students enrolled in distance education courses may check out books from Joyner Library as well as obtain articles and research assistance. Information about distance education services can be found at http://media.lib.ecu.edu/DE/DE_Home.html.

Off-Campus Access to Services:

Joyner Library provides off-campus access to its resources and services through a proxy server. The students are authenticated using their ECU Pirate ID and passphrase. Further information regarding this service is available at <http://media.lib.ecu.edu/reference/howdoi/display.cfm?id=46.0>.

Joyner Library's Interlibrary Loan software streamlines the process for submitting and receiving ILL requests. The link to this service is <http://illiad.lib.ecu.edu/illiad/logon.html>. Information for first time users of the service is provided.

Joyner Library currently subscribes to more than 400 databases containing indexes to journal and magazine articles. Many of these resources offer full-text access to individual articles. A listing of these resources may be found at <http://media.lib.ecu.edu/erdb/>.

If students wish to check and see if Joyner Library has full-text access to a particular journal title, they may use the E-Journal/E-book Portal at <http://jw3mh2cm6n.search.serialssolutions.com/>.

If the library does not have electronic access to a journal article, students may obtain the article through Interlibrary Loan. The web-based forms for Interlibrary Loan are located at <http://illiad.lib.ecu.edu/illiad/logon.html>. For items owned by Joyner Library, Distance Education students may obtain the materials through the document delivery service. Information about this service is located at <http://www.ecu.edu/cs-lib/accesssrv/ill/docdel.cfm>.

Research Assistance:

Students wishing to obtain subject specific research assistance may use Pirate Source, <http://media.lib.ecu.edu/reference/piratesource/>. This service allows students to search for resources based on subject area and includes all types of materials from books to journals to websites. Students may also use LiGuides, customized research guides, designed for specific courses. LibGuides are located at <http://libguides.ecu.edu>.

Library Instruction and Tutorials are available to students under Instructional Services at <http://www.ecu.edu/cs-lib/Reference/Instruction/index.cfm> or <http://media.lib.ecu.edu/reference/howdoi/> which includes FAQ, Research Topics and Borrowing Information.

Students may also request assistance using the “Ask a Librarian” web page at http://www.ecu.edu/cs-lib/reference/ask_a_librarian.cfm. Here they are provided with information about contacting librarians through e-mail, text, chat, telephone, in –person and they may schedule research consultations.

Online Writing Lab (OWL) is a resource that provides students with both instruction and support as they progress through the writing process. The lab gives DE students the vital opportunity to e-mail trained consultants about questions or problems they are having during any stage of their writing. The OWL consultants respond to specific questions and provide instruction and trouble-shooting techniques designed to improve a student’s overall writing skill.

Additional Resources:

Digital Resources: <http://digital.lib.ecu.edu/>

Virtual Reference Desk: <http://media.lib.ecu.edu/reference/virtualrefdesk.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.

East Carolina University has assembled the sufficient network resources to offer on-line degree programs and student services. These can be best viewed at:

OneStop - <https://onestop.ecu.edu/onestop/>

Division of Continuing Studies - <http://www.options.ecu.edu/>

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.

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.

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

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

Per-SCH charge, tuition and fees, for this out-of-state instruction to non-NC residents: \$693

Description	Total	
Faculty Salaries	53,454	Average faculty salary 80,181/ 18 s.h. x 15 (SCH) in first year
Benefits	12,294	23%
Supplies & Materials	1,250	250 per course
Total Budget	66,998	
Tuition Revenue	50,700	\$169x 300 (SCH)
Enrollment revenue	79,144	Average faculty salary (80,181)/ (303.93) (matrix fte) x 300 (SCH)

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.

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.

Assessment of distance learning is fully integrated into the university-wide assessment program. Since all distance education programs and courses originate in the academic units, with administrative support from the Division of Continuing Studies, the academic unit develops the DE assessment plan along with the assessment plan for the campus-based 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. Specific to the present request, graduate faculty involved in the program assist Coordinator of the MAEd in Physical Education to design, implement, program learning objectives. Data are collected on a semi-annual basis. Program faculty then analyzes results and, where appropriate, creates actions steps. A program assessment report is generated annually and reviewed by the Director of Graduate Studies and Chairperson of the Department of Exercise and Sport Science.

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. In addition, they have conducted a number of comparisons between off-campus and comparable on-campus programs. The Student Opinion of Instruction (SOIS is analyzed to determine difference between distance education and on-campus courses. Both the Graduating Senior Survey (for undergraduate programs) and the Graduate Student Exit Survey are analyzed to determine student satisfaction with off-campus programs. Comparisons are made between students

graduating in distance education programs and those graduating from comparable on-campus programs.

Operational planning for the university incorporates procedures to evaluate the extent to which educational goals and objectives are being achieved. During this phase, units formalize major objectives for the next planning cycle and indicate the manner in which progress toward those objectives will be measured. Superimposed upon the short-term analysis are longer-term records of unit performance with regard to students served, graduates from degree programs, levels of research/creative productivity, grantsmanship, and service. Longer-term records are, in turn, derived from compiling standard, day-to-day evaluative measures of teaching, research, and service. These activities are systematically documented via annual reports, and data are then compiled and analyzed by individual units and the Office of Institutional Planning, Assessment and Research, among others.

The Student Opinion of Instruction Survey (SOIS) is administered in the fall and spring semesters to all classes with enrollment of more than five students. Results of those surveys are delivered to individual faculty members and to their respective unit heads. Information from those surveys is used to contribute ideas to curriculum revision, for annual evaluations of faculty members, and for merit pay considerations for those faculty members. Likewise, the unit head has the opportunity to use the information from the survey results to effect changes in instruction or in assignment of individual courses to instructors. Faculty members frequently consider altering their courses based on feedback received from SOIS scores and accompanying student comments. Annually each faculty member meets with the Chairperson of the Department at which time course improvement strategies based upon SOIS feedback are addressed. These strategies are then included in the faculty member's annual work plan.

A myriad of activities is employed by academic units to evaluate instructional programs. There are internal reviews of the SOIS results. Faculty members and department chairs consider teaching materials through peer reviews or administrative reviews, conducted annually. Faculty members are encouraged to use instructional technology, as appropriate to the discipline. External reviews of entire programs are conducted for many accreditation studies and include site survey teams, surveys of employers asking how program graduates meet competencies in job settings. Students provide information to assist in this process through the sophomore survey and the graduating senior survey, with information provided to individual programs with comparisons to all sixteen UNC campuses.

Faculty members use a variety of techniques within their individual courses. These techniques are evaluated in a number of ways. Faculty members receive individual evaluations of their teaching through departmental chairs, accompanied by information gleaned from the SOIS. Further assessment of techniques used in instruction may occur in conjunction with peer review (required in years one and four of non-tenured faculty members) or as a part of the process for cumulative review of permanently tenured faculty.

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. Stacey Altman
Associate Professor & Department Chairperson
Department of Exercise and Sport Science
(252) 328-2973
altmans@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 _____