

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: 9/9/2011 draft

Constituent Institution: East Carolina University

CIP Discipline Specialty Title: Reading Teacher Education

CIP Discipline Specialty Number: 13.1315 Level: M

Exact Title of the Proposed Program: MAEd in Reading Education

Degree Abbreviation: MAEd Proposed Date of Initiation: January 2012

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):

No other UNC institution offers the MAEd in Reading Education on-line

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

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

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

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

Based on the SACS policy on substantive change, by what date should the campus be notified by UNC-GA of authorization to establish? N/A

In 2002, ECU received 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 Curriculum and Instruction proposes to offer the existing MAEd in Reading Education in a distance education format beginning January 2012. The program will be delivered via the Internet utilizing a course management system. An initial cohort of 20 students is expected and the program will be ongoing. The primary target audience is working educators with a teaching license who want to enhance their professional understandings of reading and literacy within a variety of contexts. Typically those teachers who are interested in purposing a leadership role in their schools, districts and the reading community consider the degree and online will enhance the possibilities of working professionals having the opportunity.

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.

ECU 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 and student support
- 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

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.

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.

Today we live in a world that allows time and place to be less of a constraint. This is increasingly important as we seek to assist our teachers in North Carolina with continuing their professional growth. Beginning January 2012, ECU requests authorization to deliver the MAEd in Reading Education via the Internet utilizing a course management system. The primary target audience is working educators with a teaching license who wish to enhance their professional understandings of reading and literacy within a variety of contexts. Typically these are teachers interested in purposing a leadership role in their schools, districts and the reading community. A survey of our MAEd students indicated that they preferred online instruction as it allowed for more flexibility. Utilizing an online approach will assist teachers in several ways: courses may be completed without driving to campus, saving time and money; courses may be completed at times more conducive to a learner's schedule.

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

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

The proposals are referred to the Academic Program Development Collaborative Team (APDC Team), an advisory body to the Academic Council. The Division 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, 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. EPPC is informed of those recommendations.

The proposal is then reviewed by the Educational Policies and Planning Committee (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 establish and plan new degree programs.

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

Provide projected annual headcount enrollment:
Individual access: Years (1) 20 (2) 20 (3)20 4)20 (5)20

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		300	
Category III			
Category IV			

Year 3	Student Credit Hours		
Program Category	UG	Master's	Doctoral
Category I			
Category II		300	
Category III			
Category IV			

Year 4	Student Credit Hours		
Program Category	UG	Master's	Doctoral
Category I			
Category II		300	
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.

All MAEd applicants (except those applying to the adult education MAEd program) must currently hold or be eligible for an initial teaching license.

Research, Trends, and Issues Competency Area: EDUC 6480, 6482 or SCIE 6500..... 3 s.h.

EDUC 6480 Introduction to Research (3)

EDUC 6482 Trends and Issues in Educational Research for Practitioners (3)

SCIE 6500 Understanding and Engaging in Educational Research (3)

Diverse Learner Competency Area: EDUC 6001; SPED 6002.....6 s.h.

EDUC 6001 Introduction to Differences in Human Learning in Schools (3)

SPED 6002 Addressing Differences in Human Learning in Schools (3)

Effective Communication & Leadership: LEED 6000 or ADED 6550 or ELEM 6550 3 s.h.

ELEM 6500 Management and Problem-Solving in the Elementary School (3)

ADED 6550 Leadership and Communication Skills in Education (3)

LEED 6000 Leadership and Communication (3)

Reading education.....24 s.h.

READ 6406, 6407, 6418, 6430; 6421, 6422 or 6431, 6432

COAD 6358 Classroom Assessment and Measurement (3)

READ 6406. Preliminary Investigations in Literacy Education (3)

READ 6407. Investigations in Literacy Education (3)

READ 6418. Reading: The Learning Bases (3)

READ 6430. Organization and Management of Reading Programs (3)

READ 6421. Clinical Procedures in the Identification and Evaluation of Reading Disabilities (3)
READ 6422. Remediation of Reading Disabilities (3)

Or

READ 6431. The Teaching of Basic Reading Skills to Adults (3)

READ 6432. Internship in the Teaching of Reading to Adults (3)

Choose 6 s.h. from one option as follows:

Option I. Courses for Related Study: Approved electives from reading and classroom teaching, reading specialist, adult literacy, English as a second language, or a combination of related study courses

Option II. Non-Thesis: Choose from approved list of electives

Option III. Thesis (2 required courses): READ 7000 (May count 6 s.h. toward degree.)

Final product requirement: A professional electronic portfolio (READ 6406, 6407, 6418, 6421, 6422, 6430) and presentation

READ 6403. Selected Topics in Reading Education (3)

READ 6405. Investigations in the Teaching of Reading (3)

READ 6415, 6416, 6417. Problems in Reading Methodology (1, 2, 3)

READ 6419. Foundations of Reading (3)

READ 6462. Diagnostic and Remedial Techniques in Reading (3)

READ 7000. Thesis (1-6)

READ 7001. Thesis: Summer Research (1)

Program objectives for the advanced preparation of teachers of reading are designed to:

- Assure an understanding of developmental reading
- Present an in-depth study of issues, trends, and research in reading
- Provide knowledge and competency in the conducting of action research
- Provide for acquisition of skill in the utilization of a variety of assessment measures including diagnosis and remediation of reading and learning problems
- Promote abilities to teach with multiple approaches to reading instruction
- Develop an understanding of the components of a balanced reading program that integrates all communication skills
- Promote practical application of learning through supervised practicum and field experiences
- Provide theoretical knowledge and practical experience in organizing and supervising reading programs, including remedial programs
- Include study in related disciplines that will enhance the competencies of the teacher of reading
- Provide for the instructional needs of a diverse population of learners

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

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

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

Assessment of distance learning is fully integrated into the university-wide assessment program. Faculty and administrators within academic units oversee all distance education programs to ensure quality and content. Academically, there is no distinction between courses taught on campus and those taught via distance education. All participants must meet the same course objectives and

demonstrate the same learning outcomes. The curriculum and evaluation of DE courses, however delivered, are conducted under the same procedures and personnel as on-campus courses. The academic unit establishes the intended learning outcomes, the means of assessment, and the criteria for success, and carries out the assessment activities for both the campus and DE programs.

5. Faculty and support staff

Please Provide:

Number of faculty expected to deliver instruction: full-time faculty 8 * part-time faculty 0

* all are trained in on-line instruction

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		Other Qualifications
Terry Atkinson	PhD		READ 6418, READ 6421, READ 6422	
Johna Faulconer	EdD		READ 6430, READ 5317	Serves as program area coordinator
Alice Feret	EdD		READ 6418, READ 5316	
Ran Hu	PhD		READ 5317, READ 6406	
Kathy Misulis	PhD		READ 6418, READ 5317	
Sara McCraw	PhD		READ 6421, READ 6422	
Caitlin Ryan	PhD		READ 5316, READ 6407	
Elizabeth Swaggerty	PhD		READ 6407, READ 6407	

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

Impact of the initiative on faculty workload; and

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

There is no anticipated impact on the READ Faculty workload as no new courses will be offered. Core classes needed for the degree completion are currently offered in multiple formats and there will be no impact on workload. Dr. Johna Faulconer serves as program area coordinator. In this role, she completes the READ Area schedules, analyzes data and completes area reports, works with other areas to ensure alignments, and addresses any program area concerns.

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

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

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

Through the OneStop web portal, students can access advising and registration information, their course schedule, grades, course catalog, course description, a GPA calculator, university events and announcements, and a myriad of other services. Tools available in OneStop include student course registration and tuition payment, faculty access to class rosters and submission end-of-semester grades, 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 marshalling 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.

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

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

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

The graduate school has developed a system that allows both prospective campus and DE students the opportunity to apply, interact and monitor their progress via a web based system. Registration, drops, withdrawals, graduation applications and transcripts can all be accomplished online in the password protected environment housed in OneStop.

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

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

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

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

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.

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.

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). The library provides access to more than 400 electronic databases made available through several consortia and its own subscriptions. All together, the electronic database collections provide access to over 76,000 full-text journal titles. Resources can be access 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.

Joyner Library is open 111.5 service hours per week during the semester, with extended hours during the final exam period and abbreviated schedules of approximately 83.5 hours during summer sessions and 50 hours during breaks. Access to collection, circulation of library materials, reference assistance, consultation, and library instruction are the core services offered to ECU students, faculty and staff during operating hours.

Students enrolled at East Carolina University as distance education students are provided special services to ensure access to Joyner 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

The following services are available for distance students:

Checking out Books and Obtaining Articles:

Students enrolled in distance education courses may check out books from Joyner Library as well as obtain articles. Further information about obtaining materials through the Document Delivery service is available at <http://www.ecu.edu/cs-lib/accesssrv/ill/docdel.cfm>.

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.o>.

Joyner Library's Interlibrary Loan software streamlines the process for submitting and receiving ILL, Document Delivery, and Pull and Hold 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>.

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

The library also provides online tutorials, videos, and research guides, LibGuides, which introduce services to distance students and instruct 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. Instant messaging and text messaging reference services are available 97 hours per week during fall and spring semester, 82 hours per week in summer, and approximately 59.5 hours during breaks. 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.

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/>
 Office 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:
None anticipated

Per-SCH charge, tuition and fees, for this out-of-state instruction to non-NC residents: \$718.00/per semester hr...includes \$15.00 per semester hour in required fees.

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	56,700	\$189x 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.

The principles of academic program review, established at ECU, are the following:

1. Quality enhancement is an integral component of all ECU programs and is an expected outcome of program review.
2. Program review is an ongoing process that contributes to refining ECU's directions and program priorities, which then shape resource allocations and other governing decisions.
3. Every effort has been made to ensure that the key performance indicators used in program review are clearly stated, uniform, and disseminated with sufficient lead-time so that program faculty and administrators are aware of them before the review process starts. Program faculty may develop additional criteria that are unique to an individual program.
4. Program review is intended to provide helpful information through a process that is designed to be thorough yet not excessively burdensome to faculty and administrators. In this light, all programs within an academic unit would ideally be reviewed at the same time and the data collected and reported in the academic program review process will be that which has been collected in a systematic and routine manner and specifically for the purpose of this report.
5. A university-wide organizational framework for program review has been developed and will be consistently implemented. Program review is an integral part of each program and plays a major role in the university's ongoing assessment and strategic planning processes.

The unit academic program review consists of a self-study conducted by each program, followed by a review by a committee comprised of academicians from both within and outside the university. The usual outcomes for such reviews are the identification of program strengths and weaknesses with a determination of overall program quality and specific recommendations for improvement. Peer-review, when properly done, is a very effective way to maintain and improve program quality if the university responds to the recommendations for improvement as suggested by the Review Committee. In addition, the periodic review could be used as a basis for a more effective allocation of resources by using the program quality metrics as indicated by the review.

All undergraduate and graduate programs are subject to the review process, although it is recognized that some programs and/or academic units at East Carolina University hold specialized accreditation. In these instances, the accreditation review process will substitute for the ECU Academic Program Review process outlined in this document for each accredited program.

The unit academic program review at ECU consists of two interrelated activities. The first is the on-site program review, which occurs approximately every seven years for each program. The second is outcomes assessment, which is conducted on an ongoing basis. Collection and analysis of data related to outcomes, as well as resulting program changes, are reported to the program units. These two forms of program review are interrelated in two ways: (1) a description of the outcomes assessment plan and a summary of findings from previous assessments are included in the self-study for the on-site review and (2) in each report, faculty in the program are asked to record progress in implementing the action plan from the most recent on-site review.

The review process is comprised of six major components:

- (1) Self-Study prepared by the unit's undergraduate and graduate faculty
- (2) On-site review by a Review Committee
- (3) Review Committee's evaluative report and recommendations
- (4) Program faculty's response to that report with prioritized resource needs
- (5) Negotiation with the college/school to attain necessary resources
- (6) Action plan that provides the focus for a post-review meeting of the program chair, college/school, Graduate School, and university administrators

Outcomes Assessment: Three questions frame the work of the assessment program, which is evidence-centered. This approach provides a rich context and conceptual framework for considering assessments of student learning outcomes and for asking important questions about the types of claims that can be made based on assessments.

1. Claim: What do the faculty want or need to say about the student in the academic program?
2. Evidence: What does the student have to do to prove that he or she has the knowledge and skills claimed by the academic program?
3. Assessment Activities and Tools: What assessment tools and/or activities will elicit the evidence that the program needs about students knowledge and skills?

At the core of the Mission of the university is excellence in student learning. 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 2009, ECU invested significant resources to purchase TracDat, an SCT software product that is being used to help manage the institutional planning and assessment process, allowing faculty and administrators to enter program and departmental strategic plans, including assessment plans, assessment methods, and outcomes, and to vertically and horizontally align their goals to other departmental, divisional, and college-wide goals. The templates assure a uniformity of reporting that simplifies collection, review, management, and utilization of data.

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

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.

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.

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 has adopted web based authentication with a user ID or user name, the PirateID, along with a passphrase, to log on to ECU's network, the e-mail system, OneStop, Blackboard and most other electronic systems at ECU.

The Admissions Office/First Year Center sends PirateID account information to new students in two separate mailings. The first contains the new PirateID, and the second mailing contains the default passphrase.

Once the PirateID and the passphrase information are both received, students register with the ECU passphrase maintenance system and update the default passphrase to something unique and secure. After changing the default passphrase, students also choose the security questions that will allow them to reset their passphrase in the event of lock out or expiration.

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. Johna Faulconer
Associate Professor
Reading Program Area Coordinator
252-328-5570
faulconerj@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 _____