

THE UNIVERSITY OF NORTH CAROLINA
APPENDIX A: NOTIFICATION OF INTENT TO PLAN A NEW BACCALAUREATE OR MASTER'S PROGRAM

Date: September 4, 2009

Constituent Institution: East Carolina University
School/College: College of Education Department: Curriculum and Instruction

Program Identification:

CIP Discipline Specialty Title: Education/Teaching of the Gifted and Talented
CIP Discipline Specialty Code: 13.1004 104 401 Level: B M X I
Exact Title of the Proposed Degree: Master of Arts in Education in Gifted Education
Exact Degree Abbreviation (e.g., BS, BA, MA, MS, CAS) MAEd
Does the proposed program constitute a substantive change as defined by SACS? Yes No X
 a) Is it at a more advanced level than those previously authorized? Yes No X
 b) Is the proposed program in a new discipline division? Yes No X

Approximate date for submitting the request to establish proposal (must be within one year of date of submission of notification of intent to plan): Spring 2011
Proposed date to establish degree (month and year): (Date can be no sooner than six months after the date of notification of intent to plan and must allow at least three months for review of the request to establish, once submitted). Fall 2011

1. Describe the proposed new degree program. The description should include a) a brief description of the program and a statement of educational objectives

- Prepare teachers to meet unique needs of children who are academically and intellectually gifted
- Assist teachers in identifying children who are academically and intellectually gifted
- Help teachers reach children with high abilities, including underrepresented populations (i.e., rural, minority, poverty) of gifted students
- Help teachers meet varying ability levels in one classroom

The proposed Master of Arts in Education in Gifted Education will focus on theory and practice in gifted education. This degree program is intended for teachers of gifted education, general classroom teachers with a desire to focus on gifted education, and curriculum specialists. Individuals earning a Master of Arts in Education in Gifted Education from East Carolina University will be equipped with strategies designed to meet the needs of identified gifted and talented students as well as strategies to provide enrichment pedagogy for all learners.

Students who have been identified as academically or intellectually gifted (AIG) often receive pull-out services outside of the regular classroom. However, these services provide only about 20% of class time per week for these unique students. To better meet the academic needs of these students, specially trained and certified AIG teachers often coordinate with classroom teachers to plan and implement differentiated instruction or enrichment activities. Often, this type of support provides enhanced learning opportunities for identified AIG students and for students that may not have yet been identified as gifted. By providing enrichment pedagogy to a wider range of students, teachers with a Master of Arts in Education in Gifted Education have the chance to inspire creative productivity in students who may not have previously been motivated by the regular curriculum.

Teachers earning a Master of Arts in Education in Gifted Education will be trained not only in providing instruction for gifted students, but teachers will be trained in identification procedures to reach a broader section of the school population. These teachers will also have critically examined models and programs for gifted education. Many of these models incorporate enrichment services for a larger percentage of the school population. Finally, few teacher preparation programs provide any training on the nature and needs of gifted students; there are relatively few masters programs offered nationwide in this important area. Teachers who have earned a Master of Arts in Education in Gifted Education will be able to provide training and support for classroom teachers. This is vital since the majority of a gifted student's time is spent in the regular classroom.

This proposal includes a new masters program designed to assist in training teachers specifically to meet the unique needs of the academically or intellectually gifted student. The general foundational coursework, as well as

the content-specific gifted education coursework, has several important goals including developing gifted education programs, evaluating gifted education programs, identifying giftedness, writing curriculum for use with gifted students, and solving current problems in gifted education.

Educational Objectives for Master of Arts in Education in Gifted Education

Students will:

- analyze existing definitions of giftedness.
- examine effects of legislation and litigation related to gifted education.
- demonstrate an understanding of the origin and history of giftedness.
- apply their understanding of the learning and behavioral characteristics of giftedness to create curriculum for gifted students.
- see the importance of and advocate for appropriate services for gifted students and gifted education.
- recognize contributions of organizations related to gifted education.
- recognize the impact of relevant research and literature in gifted education.
- formulate or refine a personal philosophy related to education of the gifted/talented.
- analyze various organizational models of gifted education and methods for appropriate implementation of these models
- analyze strengths and weaknesses of models of gifted education and evaluate the appropriateness of models for a school or district.
- recognize the special challenges of identifying underrepresented populations (i.e., rural, poverty, minority) for gifted services.
- apply curriculum and program models.
- apply appropriate criteria in the evaluation and selection of instructional materials for gifted/talented students.
- describe an implementation plan process for involvement in professional organizations.
- assess gifted students using a variety of informal and formal procedures.
- select, design and/or modify specialized curricula for gifted students.
- identify current areas of concern and issues in the area of gifted education.
- implement teaching strategies that facilitate learning in gifted students.
- evaluate instructional sequences and overall program effectiveness for gifted students.
- demonstrate effective communication skills with educational professionals and the community:
 - demonstrate skills to consult with parents, school personnel and community representatives on the provision of services for the gifted
 - describe the collaboration skills necessary to expedite the referral through placement process
 - describe and demonstrate the skills to effectively consult/communicate with regular class teachers.
- develop a plan for career growth by identifying immediate and future career goals and the activities, research and/or professional involvement that will be required to reach these goals.

Coursework Delivery

As in the current licensure classes at East Carolina University, the degree will be offered in a hybrid format including both online and mixed delivery coursework. Currently, licensure students meet for a one week face-to-face practicum experience in both the first and fourth classes of the sequence. The remainder of the coursework is delivered through online coursework. The sequence that follows is a proposed sequence for coursework in the Gifted Master's Degree. This sequence combines courses currently offered in the areas of Foundations Education, Elementary Education, and Special Education, along with courses that would be newly developed for the program. The starred courses in the sequence below are those that would need to be created for this Master's. As seen below, 24 of the 36 hours of coursework for the proposed Master of Arts in Education in Gifted Education are currently in existence in other Master's Degree programs in the Department of Curriculum and Instruction.

The East Carolina University graduate program in gifted education blends on-line instruction with face-to-face class meetings and direct interaction with gifted learners. This hybrid approach was carefully planned and sets us apart from other universities whose coursework is totally online. It allows us to provide rich experiences not only for our graduate students but also the gifted children who attend the ECU/Pitt County Schools Academic Summer Camp. Unlike a fully online course where students and instructors are likely never to see each other, a hybrid course offers the option of limited face-to-face meetings. A hybrid course can better accommodate the varied learning needs of students because of its advantage of multiple instructional delivery modalities. In addition, students in the gifted

course sequence at East Carolina University are provided with a carefully designed practicum experience that is a partnership between the local school division and the university. This service to the community allows the university to provide a high quality program for identified gifted learners in grades 4-8 while the graduate students are carefully coached and mentored by their professors in planning and implementing instruction during this practicum experience. Upon completion of the gifted coursework, many of the graduate students will serve the needs of gifted learners in rural settings. Through the face-to-face portions of their coursework, the graduate students establish meaningful connections with their peers. These strong collegial relationships can become an important support network because many rural school divisions have a limited gifted education staff. Another aspect of the coursework in gifted education that requires face-to-face instruction are the action research classes (GIFT 6000 and GIFT 6001), the capstone courses requiring a culminating research project. Careful coaching is again required for the production and reporting of new knowledge by the successful masters students.

Proposed Coursework Sequence for Master of Arts in Education in Gifted Education

Professional Core: (12 hours)

- EDUC 6480 Introduction to Research
- Or EDUC 6482 Trends and Issues in Educational Research for Practitioners
- Or SCIE 6500 Understanding and Engaging in Educational Research
- EDUC 6001 Introduction to Differences in Human Learning
- ELEM 6550 Leadership and Communication Skills in Education
- Or ADED 6550 Leadership and Communication Skills in Education
- SPED 6002 Addressing Differences in Human Learning

Gifted Base for Licensure: (12 hours)

- SPED 6104 Introduction to Gifted Education
- SPED 6401 Methods and Materials in Gifted Education
- SPED 6402 Differentiated Curriculum for the Gifted
- SPED 6403 Practicum in Gifted Education

Extended Gifted Coursework: (12 hours)

- GIFT 6404* Creativity and Social-Emotional Needs of the Gifted
- GIFT 6405* Systems and Models in Gifted Education
- GIFT 6000* Professional Development, Issues, and Trends in Gifted Education
- GIFT 6001* Product Documentation in Gifted Education

b) the relationship of the proposed new program to the institutional mission and how the program fits into the institution’s strategic plan and its response to UNC Tomorrow

- Promoting innovative strategies in education is a high priority on UNC Tomorrow plan
- Increasing access to higher education and building upon East Carolina University’s strong record of teacher preparation programs
- Preparing graduate students who are equipped with the skills and knowledge necessary to lead from the classroom and make decisions about programs and instruction appropriate for gifted learners
- Creating policy makers and leaders through coursework that translates practical knowledge of the field into improvements and changes in their communities

East Carolina University’s new strategic plan, crafted during the institution’s celebration of its 100th anniversary, emphasizes the three traditional missions of service, teaching and research and state clearly that these will continue to “drive our programs.” The strategic plan notes that East Carolina University is the fastest growing university in North Carolina and has been for the past five years. The strategic plan acknowledges that the institution has assumed a role of “national leadership . . . in teacher preparation.”

The strategic plan emphasizes five “strategic directions” that include “ensuring 21st Century education, becoming the leadership university in North Carolina, and enhancing economic prosperity, health, and the arts.” As an element of ensuring 21st Century education, the plan emphasizes the important of continuing efforts to improve public schools and building those efforts on “our history and commitment to innovative approaches to teacher preparation.” The Master of Arts in Education in Gifted Education aligns well with this strategic direction. The importance of increasing access to higher education, especially through continued expansion of distance education opportunities is emphasized. The master’s in gifted education will build upon East Carolina University’s strong

record of teacher preparation as students are equipped with the skills and knowledge necessary to make decisions about programs and instruction appropriate for gifted learners.

A theme woven throughout East Carolina University's strategic plan is a commitment to becoming "the leadership university." The plan notes that "ECU prepares tomorrow's leaders." Advanced degree programs such as the master's degree in gifted education represent an important opportunity for reaching this goal. Our students will become important change agents in the area of gifted education in the state.

UNC Tomorrow Commission Final Report and East Carolina University UNC Tomorrow Response Phase 1 Report: Alignment with Master's Degree in Gifted Education

From its proud origins as East Carolina Teachers' College to its status today as the institution that prepares more teachers than any other in the state, East Carolina University has been a leader in teacher education. The establishment of a master's degree in gifted education represents a logical step in ECU becoming a presence in gifted education in the state.

The Master of Arts in Education in Gifted Education will be aligned to the major findings of the University of North Carolina Tomorrow Commission Final Report, the East Carolina University UNC Tomorrow Response Phase 1 Report, and East Carolina University's strategic plan – ECU Tomorrow: A Vision for Leadership and Service. Woven throughout each of these reports is an emphasis on the role universities must play in addressing the critical and growing shortage of teachers in North Carolina and across the nation. Each report cites the importance of assuring and broadening "access" as a goal for North Carolina's universities. The presence of a master's degree at a university in eastern North Carolina for the first time will provide access to citizens in this part of the state who wish to pursue advanced training in gifted education.

University of North Carolina Tomorrow Commission Final Report: Major Findings and Recommendations Related to East Carolina University's Proposed Master's Degree in Gifted Education

4.2 Our Citizens and Their Future Access to Higher Education

4.2.1. UNC should increase access to its education programs - including academic courses, degree programs at all levels, and certificate programs – for traditional students, non-traditional students, and lifelong learners.

- The master's degree will directly address this major finding by providing the first master's degree in gifted education program in the eastern part of the state. Students enrolled in this program will include teachers and administrators from across eastern North Carolina, a population that will certainly include many non-traditional students.

4.3 Our Children and Their Future: Improving Public Education

Major Finding: UNC should be more actively involved in solving North Carolina's public education challenges.

4.3.1 UNC should improve the quantity, quality, and geographic distribution of public school teachers.

- There is a well-documented and critical shortage of classroom teachers in North Carolina and across the nation. Increasing the number of licensed teachers of gifted education represents a piece of the response to a larger problem.

4.4 Our Communities and Their Economic Transformation

Major Finding: UNC should be more actively engaged in enhancing the economic transformation and community development of North Carolina's regions and the state as a whole.

4.4.2. UNC should focus specific effort in meeting the needs of rural and underserved areas of the state.

- The Master of Arts in Education in Gifted Education will directly serve teachers working in rural areas of the state, in which many of the gifted students go unidentified or are under-identified because they are culturally, linguistically, or economically diverse. The Master of Arts in Education in Gifted Education will develop learners able to "design, implement, and evaluate policy and programs that address the unique needs of educational systems in rural settings."

East Carolina University UNC Tomorrow Response Phase I Report: Major Findings and Recommendations Related to East Carolina University's Proposed Master's Degree in Gifted Education

ECU is determined to become an “institution of the future.” (Page 3)

- As East Carolina University positions itself as an institution of the future, it must establish and grow programs that will allow it to engage in cutting edge research and innovative program design and delivery. The master’s degree in gifted education will contribute directly to this goal by preparing teachers in an area in which few states currently require training. Most gifted and talented students are placed in regular classrooms where most teachers have little or no gifted education training.

East Carolina University will:

- *Produce more and better teachers and develop best practices to improve public education and equip North Carolinians to be locally and globally competitive. (Page 4)*

In North Carolina, programming and identification decisions for gifted education are made at the local district level. Often the committee members making these decisions have limited training in gifted education. This has serious implications for the quality of the education that gifted students receive. Educational decisions about the best practices for use with gifted students must be driven by persons with expertise in gifted education. Currently, there are few educators in North Carolina with training in gifted education beyond the licensure level. Advanced expertise must be developed to sustain quality programming for gifted students that will enable them to succeed in the present and far into their futures. Expertise with policy will be an important goal in the proposed program.

ECU will leverage its position as the leading provider of education professionals in the state and partner with teachers, school administrators, elected officials and state agencies to elevate the quality of education in rural and underserved areas of North Carolina to compete with that found in the highest achieving regions. (Page 10)

- The Master of Arts in Education in Gifted Education is designed to prepare its graduates to “design, implement, and evaluate policy and programs that address the unique needs of educational systems in rural settings” and, as a direct product, will “elevate the quality of education in rural and underserved areas of North Carolina.”

ECU will distinguish itself by the ability to train and prepare leaders for our state and nation. (Page 12)

c) the relationship of the proposed new program to other existing programs at the institution

- Completes the education continuum to include Master’s degrees in Special Education, Elementary Education, and Gifted Education
- 8 of the 12 courses in the proposed Masters are already offered, only 4 courses will be new
- Only one new course per semester will be offered

The proposed program would be housed in the Department of Curriculum and Instruction in the College of Education. The Department of Curriculum and Instruction includes other similar programs, including special education, elementary education, reading education, English education, history education, and middle grades education. Currently, students can elect to take three of the AIG licensure courses as their “strand” or specialty area coursework when working on their Master’s of Elementary Education Degree. The adoption of this master’s degree program would not change the ability of students to choose AIG coursework as their strand, but would enable other students to get a full master’s degree in gifted education, which is currently an option at only one other private institution in the state of North Carolina.

d) special features or conditions that make the institution a desirable, unique, or appropriate place to initiate such a degree program.

- Annual ECU Gifted Education Conference (serving teachers, professional educators, administrators)
- Summer Camp Experience for 78 4th-8th grade students in the community identified as gifted
- Rural focus – focus on underrepresented populations
- Only such program in eastern Carolina
- Only public institution in NC offering a master’s degree in gifted education (a program is pending approval at UNC Charlotte)

There are several features that make East Carolina University an excellent place for a master's degree program in gifted and talented education. The size of the university is ideal for this type of program. East Carolina University produces the most undergraduate education students of any UNC system institution each year. The College of Education has a supportive and caring faculty dedicated to teaching, research, and service, many of whom are leaders in their prospective fields. East Carolina University has also been a leader in master's level distance education in the state of North Carolina, providing award winning instruction and innovative practice. East Carolina University maintains strong ties to the local community and Pitt County Schools, ties that would enable prospective master's degree students to conduct research alongside university faculty members or observe practicing teachers when necessary. East Carolina University AIG faculty are active in promoting university and school partnerships and currently provide a summer learning camp for local gifted children which serves as the practicum experiences for teachers seeking their licensure in Gifted Education. During the four course cycle for the AIG add-on licensure program, licensure students spend two weeks at a camp for gifted students. During the first summer, the students work with a gifted student to learn more about the characteristics of gifted learners. Then during the course of the year, the ECU students write curriculum to use when they return to camp the following summer and implement their curricula. Finally, eastern North Carolina teachers have expressed a great interest in the AIG program, as evidenced by their participation in AIG licensure classes and the Annual East Carolina University Conference on Gifted Education.

2. List all other public and private institutions of higher education in North Carolina currently operating programs similar to the proposed new degree program.

- No North Carolina universities currently offer this degree
- Documented need for program in this region

In North Carolina, an AIG licensure is required for working with AIG students in public school classrooms. The licensure is a four-course sequence of classes currently offered at several NC schools, including East Carolina University. Once offered through local education authorities (termed LEA's), the licensure was recalled to the universities and currently can only be obtained through college-level course work. There are several North Carolina Universities offering master's level coursework in gifted education with specializations attached to other degrees, but only two offering a master's degree in gifted education. These two are:

- Meredith College (enrollment = 9)
- University of North Carolina at Charlotte (proposed program not yet in operation)

Further description of current Gifted Education Master's Degree programs

The two existing and proposed master's degree programs are very different from one another. The program at Meredith College currently has nine people enrolled. Meredith College, a private institution, is offering this coursework in a hybrid delivery including both online and face-to-face coursework. The proposed program at UNC Charlotte, on the other hand will be a completely online program. The program is currently being reviewed for approval. The Charlotte program also handles much of the licensure coursework offered in the state, all of which is conducted online.

The proposed master's degree at East Carolina University will differ qualitatively from the existing programs in the state in the following ways:

- It will include 24 hours of coursework specific to gifted education, as opposed to master's degrees with only a specialization in gifted education, usually requiring only 9 hours of coursework specific to gifted education.
- It differs from the proposed UNC-Charlotte degree in that the coursework will be delivered in a hybrid format, as opposed to being delivered fully online.
- It differs from the Meredith program in that it will be offered at a public institution, rather than a private institution where tuition and course fees are higher.
- It will include 2 weeks of a practicum experience in which the East Carolina University students are able to observe and interact with gifted students during the first summer, and then teach the curriculum they create during the second summer. This practicum experience is unique to the program at East Carolina University. Neither Meredith nor UNC-Charlotte has integrated such a unique practicum experience that serves both the graduate students, and the local community.

One unique aspect about the ECU Masters in Gifted Education is the relationship that we have built with many other Institutions of Higher Education in North Carolina. East Carolina University is one of the original members of the

North Carolina Institutions of Higher Education Academically/Intellectually Gifted (NC IHE AIG) Consortium. This group meets once a semester face-to-face and via email regularly, focusing on how higher education can support and be a partner in advancing gifted education in North Carolina. **The North Carolina Institutions of Higher Education (IHE) Academically and Intellectually Gifted (AIG) Consortium is comprised of higher education faculty who teach, conduct research, collaborate with other institutions and organizations, and who advocate for the gifted community including learners, their families, and educators.**

Currently, there are 10 institutions approved to offer the four graduate-level courses needed for the add-on licensure; however, only one program (Meredith College) offers a complete Master’s degree in Gifted Education. Below, we will describe how these add-on licensure programs will benefit our proposed Master’s degree.

Programs	Requirements	Location of Offering
Add-on Gifted Licensure Programs	4 graduate-level courses <ul style="list-style-type: none"> • Must “add” the licensure to a valid NC teaching license 	10 NC institutions **We have this program currently
Masters in Gifted Education	12 graduate-level courses	1 private NC institution **We want to expand to add the Masters. We already have the infrastructure of the AIG add-on licensure program.

Consequently, our second unique feature is the ECU Add-On² (pronounced Add-On Squared) program, meaning a student can add on to an add-on licensure. In other words, a person can take the 4 courses needed for a gifted education add-on licensure (no degree awarded) in North Carolina at any of the colleges or universities listed above and then come to ECU to “add on” a Masters degree in Gifted Education. Because a person can transfer* in 20% or 6 credit hours of gifted education graduate-level work, he/she would only need 10 additional classes (30 hours) for our proposed Masters in Gifted Education. Moreover, a person who receives his or her add-on gifted education licensure at ECU, meaning a person who takes all four courses (12 hours), will only need an additional 9 courses (27 hours) for a Master of Arts in Education in Gifted Education. We will market our Add-On² (Add-on to An Add-On) Program with our colleagues at Appalachian, Campbell, Elon, Methodist, UNC-Pembroke, and UNC-Wilmington. Additionally, we will market our program to educators in East Carolina University’s Latham Clinical Network, NC IHE AIG Consortium and even outside the state. We will encourage students who have completed their 4 add-on licensure courses (non-degree) to come to ECU for 10 additional courses for a degree, a Master of Arts in Education in Gifted Education.

An important feature is that the current relationships through the IHE AIG Consortium will allow students completing licensure at these programs to be recruited to complete their Master’s Degrees at East Carolina University. Past graduates of the East Carolina University program will also provide a pipeline of people to recruit.

Gifted Education Add-On² Program		
A person who....	What do I need to obtain a Masters Degree in Gifted Education at ECU?	Add on to your Add-on Licensure at ECU...
A person who takes the 4 initial graduate courses listed below at ECU for the NC add-on licensure in gifted education... SPED 6104 SPED 6401 SPED 6402 SPED 6403	You will need 9 additional courses (27 credit hours) for a Masters in Gifted Education at ECU.	Add 9 courses for a Masters Degree Courses include: 1. EDUC 6480 or EDUC 6482 or SCIE 6500 2. EDUC 6001 3. ELEM 6550 or ADED 6550 4. SPED 6002 5. GIFT 6404 6. GIFT 6405

		<ul style="list-style-type: none"> 7. GIFT 6000 8. GIFT 6001 9. ELEM 6400 or elective
<p>A person who takes the 4 initial graduate courses at another approved IHE for the NC add-on licensure in gifted education...</p>	<p>You will need 10 additional courses (30 credit hours) for a Masters in Gifted Education at ECU.</p>	<p>Add 10 courses for a Masters Degree Courses include:</p> <ul style="list-style-type: none"> 1. EDUC 6480 or EDUC 6482 or SCIE 6500 2. EDUC 6001 3. ELEM 6550 or ADED 6550 4. SPED 6002 5. GIFT 6404 6. GIFT 6405 7. GIFT 6000 8. GIFT 6001 <p>Two approved courses-- Examples include:</p> <ul style="list-style-type: none"> 9. ELEM 6400 10. Instructional Technology Course

***TRANSFER CREDITS (Statement from the 2008-2009 Graduate Catalog)**

Up to 20 percent of the credit hours in a program may be earned in a different but regionally accredited institution. Master's degree students in business administration, public administration, and social work and doctoral students are governed by statements in degree requirements in Section 7, Curricula. Graduate-level course work taken elsewhere is not automatically applicable to a graduate degree program at East Carolina University. Applicants for admission must indicate clearly on application forms their attendance at other graduate-level institutions and petition college, school, or departmental advisors to apply such earned credits to their programs. College, school, or departmental petitions for application of transfer credit must be approved by the Graduate School. Ordinarily the Graduate School will approve the application of graduate course transfer credit only if (1) the college, school, or department so recommends; (2) the graduate credit was earned at a regionally accredited institution; (3) the student was admitted to a formal graduate degree program at the time the credit was earned with a minimum final course grade of B; and (4) the credit can be satisfactorily incorporated within the applicable time frame for completion of all degree requirements. Official transcripts, which will provide adequate evidence to support such petitions, must be supplied. Students who have been admitted to the Graduate School at East Carolina University may enroll at other regionally accredited graduate-level institutions for course work, which is applicable to their programs provided they have obtained advance permission from their college, school, or graduate program director and the dean of the Graduate School. Forms for permission to take course work elsewhere may be secured from the Graduate School office. Such transfer work is included in the 20 percent maximum application of such credit to degree programs. Transfer credit for short courses or workshops can be obtained only at the rate of 1 semester hour of credit for each calendar week of course attendance; concurrent enrollment in two or more short courses or workshops is not permitted.

<http://www.ecu.edu/cs-acad/grcat/upload/grcat0809.pdf>

3. Estimate the number of students that would be enrolled in the program during the first year of operation.

Full-time 5 Part-time 10

The program would be conducted with cohort groups and participation could not begin until a critical mass of 15 students was assembled. In addition, students in this master's degree program would take courses currently offered in the College of Education, thus adding FTEs for the college.

4. If there are plans to offer the program away from campus during the first year of operation:

a) briefly describe these plans, including potential sites and possible method(s) of delivering instruction.

N/A

b) indicate any similar programs being offered off-campus in North Carolina by other institutions (public or private).

The proposed Master's Degree program at UNC-Charlotte will be delivered in a completely online format. UNC-Charlotte is, of course, a public institution. They currently deliver licensure coursework in a completely online format. See question #2 above for further information on this.

c) estimate the number of students that would be enrolled in the program during the first year of operation:

Full-time N/A Part-time N/A

5. List the names, titles, e-mail addresses, and telephone numbers of the person(s) responsible for planning the proposed program.

Several members of the College of Education's Department of Curriculum and Instruction will be involved in planning this degree. These faculty members include:

1. Elizabeth Fogarty, Assistant Professor of Elementary Education, fogartye@ecu.edu, (252) 328-4945.
2. Katie O'Connor, Assistant Professor of Elementary Education, occonnork@ecu.edu, (252) 328-5323.
3. Brian Housand, Assistant Professor of Elementary Education, housandb@ecu.edu, (252) 737-2484.
4. Lori Flint, Assistant Professor of Foundations Education, flintl@ecu.edu, (252) 737-1949.
5. Brian Housand, Assistant Professor of Elementary Education, housandb@ecu.edu, (252) 737-2484.
6. Patricia Anderson, Professor and Chair of Curriculum & Instruction, andersonp@ecu.edu, (252) 328-1100.

The intent to plan a new program has been reviewed and approved by the appropriate campus committees and authorities.

Chancellor: _____ **Date:** _____