**UNIVERSITY OF NORTH CAROLINA**

**EXISTING DEGREE PROGRAM MODIFICATION**

**REQUEST TO DELIVER – NEW DELIVERY MODE OR SITE**

**Date:**

**UNC Constituent Institution**:

**Is the program a joint degree program**? **Yes** **No**

 **Joint Partner Institution**

**Title of Authorized Program**: **Degree Abbreviation**:

**CIP Code (6-digit):** **Level: B** **M** I **D**

**CIP Code Title:**

**Proposed term to enroll students in alternate delivery method**: **Term** **Year**

**Program information needed for UNC Academic Program Inventory (API):**

Minimum credit hours required \_\_\_\_\_\_\_

 Expected number of full-time terms to completion \_\_\_\_\_\_\_

**Indicate current authorization for the program:**

[ ]  On campus delivery

[ ]  Online delivery

[ ]  Site-based delivery

**Identify the objective of this request (select one or more of the following):**

[ ]  Add on campus delivery

[ ]  Add online delivery; Maximum percent offered online \_\_100\_\_

[ ]  Add site-based delivery (list new sites below; add lines as needed)

[ ]  Instructor present (off-campus delivery)

[ ]  Instructor remote (site-based distance education)

**List of site-based delivery requests:**

|  |  |
| --- | --- |
| Site #1 |  |
|  |  |  |
|   | *(address, city, county, state)* |  |
|  |
| Site #2 |
|  |  |  |
|   | *(address, city, county, state)* |  |
|  |
| Site #3 |
|  |  |  |
|   | *(address, city, county, state)* |  |

**SACSCOC Substantive Change.** Provide a brief statement from the university SACSCOC liaison regarding whether the new delivery mode does or does not constitute a substantive change.

*Adding online and site-based delivery is a SACSCOC substantive change and requires action by ECU’s SACSCOC liaison.*

* *East Carolina has been approved by SACCOC to offer programs via online delivery, however, SACSCOC requires notification for adding new online delivery methods as of January 2021.*
* *Site-based delivery of 25- 49% of a program requires SACSCOC notification.*
* *Site-based delivery of 50% or more requires SACSCOC approval before implementation. Please contact ECU’s SACSCOC liaison to schedule an appointment.*

**Justification for New Delivery Mode:**

1. **Description and Purpose.**
	1. Provide a 250-word or less description of the proposed program, including target audience, delivery method, hours required, program core and concentrations (if applicable), opportunities for which graduates will be prepared, and other special features. For online programs, describe whether the delivery is synchronous with an on-campus course, partially synchronous, asynchronous, other, and using what platform(s).
	2. List and describe any external contracts connected to the program (e.g. Online Program Management (OPM), student recruitment, instructional design).

Not Applicable (unless using Project Kitty Hawk)

* 1. How does the proposed delivery mode align with UNC system, institutional, and unit missions and strategic plans?

(mission and strategic plans can be found at <https://strategicplan.ecu.edu/#mission>)

* 1. Discuss the existing modality mix for the proposed program, and how this proposal complements existing modes offered by the institution.
1. **Enrollment and Student Demand.**
	1. Does the institution plan to serve new students, better serve existing students, or both as a function of this request?
	2. Provide documentation of student demand for the new delivery mode, including externally generated estimates. Directly address the extent to which students will be drawn from a pool of students not previously served by the existing version of the program. (A Lightcast (formerly Emsi Burning Glass) report can be generated to provide useful data for assistance with answering this question. Please contact Cyndi Bellacero, bellaceroc18@ecu.edu, in Academic Planning & Accreditation for a report.)
	3. If other UNC institutions offer similar programs either online or in the proposed geographic area (for site-based proposals), discuss the extent to which students will be drawn from a pool not previously served.
	4. For site-based programs, list the other non-UNC institutions offering programs in the geographic market. Discuss how those programs will impact the proposed program.

Not Applicable (unless program is seeking site-based delivery approval)

* 1. Estimate the total number of students that would be enrolled in the program during the first year of operation and in each delivery mode (campus, online, site - add lines as needed):

*Delivery Mode\_\_\_\_\_\_\_Full-Time* \_\_\_\_\_\_\_\_\_ *Part-Time* \_\_\_\_\_\_\_\_\_\_\_

Estimate the total number of students that would be enrolled in the program during the fourth year of operation and in each delivery mode (campus, online, site - add lines as needed):

*Delivery Mode\_\_\_\_\_\_\_Full-Time* \_\_\_\_\_\_\_\_\_ *Part-Time* \_\_\_\_\_\_\_\_\_

1. **Unnecessary Duplication.**
	1. List similar programs offered by other North Carolina institutions (public or private), including enrollments and delivery method.

According to a search completed on the UNCSO Academic Program Inventory (<https://prep.northcarolina.edu/>) and the Program and Degree Finder (<https://www.northcarolina.edu/apps/programs/index.php>) websites the following programs are offered (online/hybrid/site-based)…

|  |  |  |  |
| --- | --- | --- | --- |
| CIP Code | Program Title | Campus | Delivery Method |
|  |  |  |  |
|  |  |  |  |

* 1. In cases where other UNC institutions provide similar online, site-based distance education, or off-campus programs, include evidence regarding how the proposed program meets unmet need. Discuss collaborative opportunities with these programs.
	2. Discuss confirmed or potential collaborative opportunities with other UNC institutions, including co-location and inter-institutional program enrollment.
	3. Discuss unique curricular opportunities with external partners in site-based proposals (e.g. partnership with local organizations, non-profits, or businesses).

Not Applicable (unless program is seeking site-based delivery approval)

* 1. For site-based delivery, provide written documentation of outreach from the provost of the proposing institution to the provost of any UNC institution offering similar degrees in the geographic market.

Not Applicable (unless program is seeking site-based delivery approval)

1. **Resources.**
	1. Provide a financial overview of the proposed program, inclusive of all expected revenues and expenses. Complete the “UNC System Academic Program Planning Financial Worksheet." (For assistance with completing the budget template, contact your college budget officer. Additional assistance can be provided by Wendy Sergeant, sergeantw@ecu.edu, for programs in Academic Affairs and Joel Stocks, stocksj15@ecu.edu, for health science programs.)
	2. Are new faculty, staff, library, facility/equipment, or other resources required to deliver the program?
	3. Discuss how the new delivery mode will impact the workload of existing faculty.
	4. Briefly describe the facilities, infrastructure, and arrangements and how they meet the needs of the program.

East Carolina University provides a rich technology infrastructure that facilitates online instruction. The Canvas Learning Management System (LMS) is a rich platform that supports web-based, interactive instructional design, including discussion boards, audio, video, and external content in addition to files, text, and images. In addition, LTI-integrated tools such as H5P and Hypothes.is provide additional tools for engagement and collaboration. Video conferencing via Webex and Microsoft Teams is readily available to support synchronous work and faculty office hours. All of these technologies come together to support the course and program objectives.

1. **Delivery Considerations.**

Provide assurances of the following (not to exceed 250 words per lettered item):

1. *Access* (all programs). Students have access to academic support services comparable to services provided to on-campus students and appropriate to support the program, including admissions, financial aid, academic advising, delivery of course materials, and placement and counseling.

ECU provides a system of support services that acknowledges the challenges students away from the campus have in meeting the responsibilities of their academic endeavors. Rather than develop alternative systems for DE students, ECU has developed web-based processes that support all students, both DE/Online and campus. The university has made a commitment to provide an online interface for services that all students can access any time. 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.

Examples of some of the available online resources can be viewed at the following sites:

* + - Academic Advising,

 Undergraduate:  <https://advising.ecu.edu/>

 Graduate: <https://gradschool.ecu.edu/find-your-program/>

* + - Academic Support, <https://pasc.ecu.edu/> and <https://writing.ecu.edu/uwc/>
		- Admissions,
		 Undergraduate:  <https://admissions.ecu.edu/>
		 Graduate: <https://gradschool.ecu.edu/>
		- Canvas, <https://canvas.ecu.edu/>
		- Counseling Services, <https://counselingcenter.ecu.edu/>
		- Dean of Students, <https://deanofstudents.ecu.edu/>
		- ECU Online Student Services, <http://online.ecu.edu/>
		- Financial Aid, <https://financialaid.ecu.edu/>
		- Registrar, <https://registrar.ecu.edu/>
		- ECU Libraries, <https://info.ecu.edu/libraries/>
		- Pirate Port, <https://pirateport.ecu.edu/connect/#/login>

The Department (or College) of ??? has offered online courses (and/or online programs) for many years and is able to provide personalized assistance to those students. The department is well-prepared to address the needs of online students to help them find and access the support services needed for continued student success.

1. *Clinical and related (all programs).* Are there any clinical or professional training requirements for graduates of the program? If so, identify the plan for satisfying requirements for program graduates, inclusive of any impacts on existing programs.
2. *Curriculum delivery* (online and site-based distance education only). The distance education technology to be used is appropriate to the nature and objectives of the program. The content, methods and technology for each online course provide for adequate interaction between instructor and students and among students.

Curriculum delivery will follow the same processes and guidelines used to offer educational experiences to other online students at ECU. They provide engaging, interactive, personalized experiences to students and are well-prepared to address the needs of online students in this program. The Department (or College) of ??? staff members are well-qualified and well-prepared to assist students and faculty with curriculum delivery. Faculty will offer classes to this group of students in the same manner as on-campus classes. Finally, ECU has an Office for Faculty Excellence that offers professional assistance with curriculum delivery issues.

1. *Faculty development* (online and site-based distance education only). Faculty engaged in program delivery receive training appropriate to the distance education technologies and techniques used.

Faculty teaching a distance education course have access to consultation, implementation, and evaluation support from appropriate supporting units (i.e., Office of Faculty Excellence, IPAR, college Instructional Support Consultants, library services, Information Technology and Computing Services, Information Resources Coordinating Council, Distance Education and Learning Technology Committee, etc.). Each faculty member who teaches one or more distance education courses must complete an initial university training program consisting of online instructional modules. Faculty continuing to teach distance education courses must engage in at least one professional development activity each academic year that addresses advances in the methodologies and technologies used in distance education. Training is documented in the faculty annual report of each instructor teaching one or more distance education courses. A departmental peer evaluation of teaching is also required for all faculty the first time they teach an online course.

1. *Security* (online and site-based distance education only). The institution authenticates and verifies the identity of students and their work to assure academic honesty/integrity. The institution assures the security of personal/private information of students enrolled in online courses.

Upon admission, students receive their PirateID usernames and ECU ID numbers. Once received, students login to the PirateID (PID) auto-registration system and follow the step-by-step screens to activate their PirateID accounts, create unique passphrases, and set up their authentication questions. Once activated, students are able to check ECU email and access various online systems such as PiratePort, a secure Web portal that allows students, staff, faculty and prospective students to access secure internal campus resources and services, and ECU's learning management system, *Canvas*.

ECU utilizes a Multi-Factor Authentication (MFA) system to determine that students registered in distance education courses are the students who participate in, complete, and receive credit for the courses. The authentication system requires that students securely log on to ECU's network using their unique username (PirateID) and with their unique and user-determined passphrase. The MFA system offers greater protection for student email, requiring students to use not only their PirateID and passphrase, but also a response from their phones that will send the students a unique pin number to verify their identity when off campus.

ECU’s Passphrase Security Standards require students to have a strong passphrase that is resistant to hacking, and students must reset their passphrases every 90 days and not reuse their accounts' previous six passphrases. Students are notified via e-mail or system messaging at least three times in the two weeks prior to expiration. When students use their PirateID and passphrase to access information through PiratePort and ECU's learning management system, Canvas, their login credentials are encrypted for additional security.

Through secure logins and pass codes and the widespread use of proctored examinations, East Carolina University verifies the identity of the student who registers in a distance education course or program.

ECU has a written procedure for protecting the privacy of students enrolled in distance and correspondence courses or programs. The institution’s [Family Educational Rights and Privacy Act (FERPA) Regulation](https://www.ecu.edu/prr/02/40/01) includes the following information within the document:

5.4 Procedures for Protecting the Privacy of Student Information in Electronic and Social Media Enrolled in Distance or Correspondence Courses or Programs.

*5.4.1 East Carolina University recognizes the importance of maintaining the privacy and security of student identity and student records in an environment of computer networked, digital records storage. ECU is diligent in protecting the security, confidentiality, integrity and availability of all student records including student identity. The University employs strict, standard security measures, policies, standards and guidelines in our ongoing effort to protect information resources, including student records. Student personal information is protected through a variety of measures, including the administration of policy and security practices that govern the PirateID and passphrase associated with accessing ECU's PiratePort Portal, and other services that support the educational process at ECU. Students are required to have a strong passphrase that is resistant to hacking. Students must reset their passphrase every 90 days and not reuse the account's previous six passphrases. When students use their PirateID and passphrase to access information through PiratePort and the University's learning management systems, their login credentials are encrypted for additional security. All systems containing sensitive data, including systems that contain transcripts and final grades are subject to strict IT controls, externally hosted systems are subject to ITCS Technology Security Assessment.*

1. **Contact**.

Provide the name, title, email address, and phone number of the person(s) responsible for planning this proposed program.

**Approval.**

This request to establish a new distance education degree program (or program site) has been reviewed and approved by the appropriate institutional committees and authorities.

**Chief Academic Officer**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Chief Academic Officer (Joint Partner Campus):** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Chief Financial Officer**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Chief Financial Officer (Joint Partner Campus):** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_