Regulations for Planning and Conducting Degree-Related Extension and Distance Education

The principal mode of offering degree-related courses and programs in the University of North Carolina traditionally has been through regular on-campus, in-residence instructional activities. However, the demand for education beyond the confines of the campus and through alternative delivery systems, such as distance learning technologies, has steadily increased, both from practicing professionals in fields such as education, health professions, business, engineering, and public affairs, and from place-bound nontraditional students. Consequently, off-campus delivery of degree-related instruction is growing as the University continues to respond to rising demands for educational access.

This policy statement and associated procedures are intended to ensure (1) that the academic standards of distance education activities are consistent with those maintained on-campus, and (2) that unnecessary duplication of effort and resources does not occur among the distance education activities of the constituent institutions of the University.

A.   DEFINITIONS

1.   Distance Education

There are several terms used to describe instruction that is offered away from a campus, such as off-campus instruction, extension, distance education, e-learning, etc. The term used in this policy statement is distance education,[1] which is understood to include off-campus instruction for credit (whether face-to-face, electronically mediated, or a combination of methodologies). In previous UNC policy statements, this form of instruction was referred to both as degree-credit extension and distance education.

2.   Degree-related Distance Education Course

This expression denotes an individual degree-related course offered for credit off-campus.[2] As off-campus and on-campus instructional methodologies converge, there are increasing numbers of students enrolled on-campus as regular term students who take one or more courses on-line or through other electronic means. Such courses do not fall within this policy, which applies only to the development of distance education programs.

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[1]It should be noted that the Commission on Colleges (COC) of the Southern Association of Colleges and Schools (SACS) currently defines distance education in the following manner: "Distance education is defined, for the purposes of accreditation review, as a formal educational process in which the majority of the instruction occurs when student and instructor are not in the same place. Instruction may be synchronous or asynchronous. Distance education may employ correspondence study, or audio, video, or computer technologies." (*Distance Education: Definition and Principles*, COC/SACS, 2000). This is a narrower definition than that employed by the UNC policy on distance education. The distinction is important with respect to application of the COC's policies on substantive change.

[2]Guidelines for the use of the Continuing Education Unit (CEU) are contained in Administrative Memorandum #135, January 22, 1980.

3.   Degree-related Distance Education Program

This expression denotes a sequence of courses or a course of study whereby at least 50 percent of the formal educational requirements, including residency requirements, necessary to qualify for a degree or certificate is offered off-campus.

4.   Proposed Site

For those programs that are site based, this expression denotes the county or counties in which a proposed site-based degree-related distance education course or program is to be offered.

B.   PRINCIPLES

The guiding principles for developing, conducting, and assessing degree-related distance education activities in the University are as follows:

1.   The Office of the President[3] is responsible for the authorization, coordination and supervision of degree-related distance education activities in accordance with the policies and procedures set forth in this statement. The Senior Vice President for Academic Affairs, as the President's designee, must authorize degree programs and degree completion programs that are offered away from UNC campuses, regardless of the mode of instruction.

2.   The constituent institutions and the academic units offering the instruction are responsible for the development, delivery, regular assessment, and accreditation of specific degree-related distance education courses and programs.

3.   Each institution must have a clearly defined process for the review and approval of proposals to plan and, once planning is completed, to establish distance education degree programs. The appropriate campus committees and authorities must approve any notification of planning or request to establish a distance education program before submitting it to the UNC Division of Academic Affairs (Office of the President).

4.   The academic standards and quality of degree-related distance education shall be consistent with and comparable to the academic standards and quality of regular, on-campus instructional activity. The application and maintenance of academic standards are the responsibility of the academic unit of the institution offering the instruction.

5.   In the course of planning degree-related distance education activities, each constituent institution is urged to consider the potential for collaboration with other institutions in order to avoid unnecessary duplication. Inter-institutional coordination should be completed prior to seeking such authorization from the Senior Vice President as may be required to establish the activities.

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[3]Throughout this document the Senior Vice President for Academic Affairs, acting with a delegation of authority from the President, is named as the University official who will make ultimate decisions with respect to distance education activities requiring authorization from the Office of the President.

C.   ACCREDITATION REQUIREMENTS FOR DISTANCE EDUCATION

UNC institutions are individually accredited by the Commission on Colleges (COC) of the Southern Association of Colleges and Schools (SACS) and are responsible for ensuring that they follow COC criteria and procedures with respect to any distance education activities that may constitute a substantive change as defined by SACS.[4] With respect to this policy, the Office of Academic Affairs at each institution is responsible for determining whether Procedure One (prior notification and approval) or Procedure Two (prior notification) applies and for complying with the appropriate procedure. However, actual authorization to offer the proposed program will come to the institution from the Senior Vice President (with a copy to SACS along with the prospectus) when the proposed program is approved.

UNC institutions are also responsible for informing themselves of, and complying with, other state or international requirements for licensure or notification when they plan to offer distance education courses or degree programs in other states or nations.

D.   DEGREE-RELATED DISTANCE EDUCATION COURSES

The development and delivery of individual degree-related distance education courses are institutional responsibilities. Courses may be offered without prior approval of the Senior Vice President. However, institutions should list these courses on their distance education web site.

The focus of UNC distance education efforts should be at the upper division and graduate levels. Therefore, except under special circumstances (e.g., Independent Studies correspondence courses,[5] courses developed primarily for on-campus students), UNC institutions' distance education offerings should not duplicate lower-division (freshman or sophomore) courses that are offered by a community college. In the case of site-based courses, the proposing institution should give the local community college (if located in the city of the proposed site) the opportunity to offer the course before proceeding to offer the course itself. In the case of electronically-mediated courses, institutions should avoid developing lower-division courses that have already been developed for statewide distribution by a community college. Proposals to offer courses or programs through the Southern Regional Electronic Campus (SREC) will be coordinated through the Division of Academic Affairs.

Institutions planning to offer a sequence of courses for certification, licensure, etc. off-campus should notify the Division of Academic Affairs in advance (Appendix E) so that such information on these activities can be made accessible through an inventory and a web site maintained by the Office of the President.[6] Authorization to establish such courses of study is not required unless the request represents a substantive change as defined by SACS. Procedure Two of the COC Substantive Change policy defines the following as constituting a change requiring prior notification: initiating programs/courses delivered through contractual agreement or consortium (see Section L).

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[4]Refer to the most recently adopted "General Substantive Change Policy for the Commission on Colleges" (revised December 1999), hereinafter called COC Substantive Change.

[5] Independent study activities are conducted through the Independent Study Consortium of the University of North Carolina under an inter-institutional agreement among constituent institutions of the University. For information, contact the Director of the Office of Independent Studies, Division of Continuing Education, at the University of North Carolina at Chapel Hill, 27599.

[6] Appendices referenced in this Administrative Memorandum are assigned letters that follow in sequence those assigned for academic program development (Appendices A-D) in Administrative Memorandum 406 (see 400.1.1).

E.   DEGREE-RELATED DISTANCE EDUCATION PROGRAMS

1.   Off-campus Instruction Offering 26-49 Percent of a Degree

COC Substantive Change Procedure Two (prior notification) applies to a) the initiation of site-based/classroom group instruction (where the instructor is present) if the student may earn more than 25 percent and less than 50 percent of credits toward a degree program and this instruction is offered 30 miles or more from the main campus; and b) for distance learning/technology-based group or individual instruction (where the instructor and student are geographically separated), offering first credit courses via distance learning/technology-based instruction by which students can obtain 26 to 49 percent of their credits toward a degree program. Institutions proposing distance education activities that fall within this policy should notify SACS and copy the Senior Vice President. Procedure Two also applies to the initiation of significant changes in existing technology-based delivery systems in distance learning/off-campus programs (without reference to the percent of the courses offered toward the degree).

2.   Distance Education Programs Offering 50 Percent or More of a Degree Program

Distance education programs in which 50 percent or more of a degree program is provided must be authorized by the Senior Vice President for Academic Affairs.[7] The Division of Academic Affairs will maintain a listing of all UNC distance education degree programs (offering 50 percent or more of the degree program off-campus) being planned, as well as an inventory of all authorized degree programs. Both will be available electronically. Before submitting any proposal for a distance education degree program, institutions should ascertain whether a comparable program is being planned or offered by another constituent institution and, if site-based, whether such a program is already offered in the proposed county site (whether off-campus or on-campus). Similarly, institutions proposing an "individual access" (electronically mediated) program should determine whether a comparable "individual access" program is being planned or offered by another constituent institution. If this is the case and the institution decides to proceed with planning, it will be expected to make a compelling case for why its proposal does not constitute unnecessary duplication.

Whenever feasible, arrangements should be made to use the facilities and resources, such as media centers, computer centers, libraries, laboratories, etc., of other constituent institutions or other appropriate institutions when offering site-based distance education programs.

COC Substantive Change Procedure One (prior notification and approval) applies to:

a.   initiating an off-campus (additional) site (site-based/classroom group instruction) at which students can earn at least 50 percent of an educational program; and

b.   initiating a branch campus.[8]

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[7] UNC authorization policies include programs that require prior authorization from SACS (Procedure One) as well as programs that only require prior notification (Procedure Two).

[8] A branch campus is defined as a location of an institution that is geographically apart and independent of the main campus. A location is independent if it meets all of the following criteria: (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, and (4) has its own budgetary and hiring authority.

In such cases institutions must provide written notification of the proposed change to the COC Executive Director six months in advance of implementation (using the form in Appendix F) and, in response to a request from the Executive Director, an "information copy" of its request to establish a distance education degree program (Appendix G). When a decision is made concerning the request, the Senior Vice President will notify the institution and the COC, and the chancellor should also notify the COC.

With respect to the establishment of distance learning programs offering 50 percent or more of a degree program, COC Substantive Change Procedure Two (prior notification) applies to:

a.   For site-based/classroom group instruction (where the instructor is present): adding significantly different degree programs at a currently approved off-campus site (does not apply to new sites, in which case Procedure One applies).

b.   For distance learning/technology-based group or individual instruction (where the instructor and student are geographically separated): expanding a previously reported program from less than 50 percent of credits to 50 percent or more of a degree program or an entire degree program; or adding significantly different programs from previously reported programs offered through distance learning.

In such cases, institutions should send the Executive Director written notification (using the form in Appendix F) prior to implementation. UNC institutions also must submit Appendix G to the Office of the President (see b. Request to Establish).

a.   Notification of Intent to Plan

        Institutions wishing to offer an existing degree program off-campus must submit a notification of intent to plan (Appendix F) to the Division of Academic Affairs. Such notice may be sent at any time, but at least one month prior to submitting a request to establish (and three months prior to the proposed implementation date) or when the institution is required to notify SACS (whichever comes sooner). Upon receipt of the notification of intent to plan, Academic Affairs will acknowledge receipt of the notification and add this program-planning activity to a list that will be maintained by Academic Affairs and made available to all UNC institutions. All UNC institutions will be expected to consult this list periodically to remain informed about distance education programs being planned by other UNC institutions.

In cases where an institution is proposing a new academic degree program (not currently authorized in its Academic Program Inventory [API]) that will be offered both on-campus and off-campus (or, under special circumstances, only off-campus), it should follow the regular procedure for planning a new degree program. However, the notice or request (Administrative Memorandum 406, Appendices A and B) should include information regarding the intent to offer the program off-campus. This is required because the proposed program must be a part of the institution's official API before it can be offered off-campus.

b.   Request to Establish:

        Requests for authorization to establish a degree-related distance education program (Appendix G) must be submitted at least two months prior to the proposed date of establishment (and therefore, as noted previously, notification of intent to plan must be submitted at least three months prior to

implementation). If the program is site-based and is to be offered outside North Carolina, the institution must also receive clearance from the appropriate licensing authority in the intended site(s). Individual access programs that are not site-based outside of North Carolina do not require such clearance. If the request is to establish a new academic degree program, the request to establish a new degree program (Administrative Memorandum 406, Appendix C) must also be completed. It is the responsibility of the institution to ensure that there are (or will be) sufficient funds to support the proposed program through a reasonable period of time for program completion.

Approval of programs will be authorized for five years. The institution must submit an evaluation of the program to the Senior Vice President before reauthorization can be granted for another period of years. Requests for reauthorization of the program (at the same site or for continued online delivery) must be submitted at the end of the fourth year (or at least two months prior to expiration of the program if sooner than four years) and do not require prior notification of planning. They should be accompanied by an assessment of the current program following the format in Appendix H. Requests to establish a site-based distance education program at a different site than that currently authorized will be regarded as a new request and must follow the procedure indicated above (notification of intent to plan, followed by request to establish). In such cases, institutions are urged to include with their request assessment data from the current site(s) at which the program is being offered.

    c.   Discontinuation of Degree-related Distance Education Programs

Institutions must notify the Senior Vice President when approved distance education programs or certificate/licensure programs are no longer active so that they can be removed from the UNC inventory (Appendix I).

F.   GENERAL PREREQUISITES FOR INITIATING DEGREE-RELATED DISTANCE EDUCATION

1.   The program that is being proposed as a degree-related distance education program must be authorized in the Academic Program Inventory of the proposing institution. If the proposed program is not currently authorized, the institution must follow the procedure (Administrative Memorandum 406) for new academic program development, as well as applicable procedures in this policy statement.

2.   A proposed degree-related distance education course or program may be delivered through a special instructional division of the institution (e.g., extension), but instruction and supervision must be provided by the same college, school or department offering the course or program in regular term or summer term instruction on-campus.

3.   Degree-related distance education programs will be authorized for operation only in instances of clear and demonstrable need.

G.   PROGRAM REQUIREMENTS[9]

1.   Admissions requirements. Admissions requirements for degree-related distance education programs must be comparable to the admissions requirements of the same programs offered on-campus.

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[9] These requirements reflect the expectations for distance education cited in *Distance Education* (COC/SACS, 2000).

2.   Residence requirements. The institution must state clearly its policy regarding the number of credit hours and courses applicable to a distance education degree program which must be earned in residence by regular term or summer term instruction on its campus (or at an authorized graduate center) and must clearly define "residence," or else the institution must indicate that such a policy is not applicable.

3.   Curriculum and Instruction

    a.   Programs must provide for timely and appropriate interaction between students and faculty, and among students.

    b.   The institution's faculty must assume responsibility for and exercise oversight over distance education, ensuring both the rigor of programs and the quality of instruction.

    c.   The institution must ensure that the technology used is appropriate to the nature and objectives of the programs.

    d.   The institution must ensure the currency of materials, programs, and courses.

    e.   The institution's distance education policies must be clear concerning ownership of materials, faculty compensation, copyright issues, and the utilization of revenue derived from the creation and production of software, telecourses, or other media products.

4.   Faculty

    a.   Faculty members assigned to teach degree-related distance education courses or programs must be members of the regular staff of the institution offering the courses or programs or part-time faculty identified specifically to assist as distance education instruction faculty members and fully qualified to teach as determined by the academic department offering the course or program. If the institution has a designated graduate faculty, graduate-level instructors, whether full-time or part-time faculty members of the institution, must hold membership on the graduate faculty of that institution in accordance with the institutional regulations and policies governing such membership. Full-time and part-time faculty must meet the requirements described in the <u>Criteria for Accreditation</u> (and, when adopted, the proposed <u>Principles and Requirements for Accreditation)</u> of the Commission on Colleges of SACS.

    b.   Part-time faculty must possess at least the same or equivalent qualifications as the full-time faculty and must be approved formally by the academic department through which credit is to be awarded and such other institutional units or mechanisms as may be required for faculty appointments. Institutions shall adopt policies relating to the employment of part-time faculty which ensure that the use of such faculty does not result in diminished academic quality or in conflicts of interest.

    c.   Full-time faculty members may teach courses in distance education programs as a part of their regular load. However, if instead they teach such courses on an overload basis, they shall be limited to no more than one additional course per semester in addition to their regular full-time, on-campus teaching load.

    d.   Faculty members employed to teach only distance education courses or programs must have a significant orientation and involvement with the ongoing planning of policies and programs of the academic unit offering these courses or programs to

assure their familiarity with the programs. They must also be involved in the assessment of student learning and other evaluation processes.

e.   The institution must provide appropriate faculty support services specifically related to distance education.

f.   The institution must provide appropriate training for faculty who teach in distance education programs.

5.   Student Services

a.   The institution must provide adequate access to the range of student services appropriate to support the programs, including admissions, financial aid, academic advising, delivery of course materials, and placement and counseling. These services must be comparable to the quality and availability of such services provided to students enrolled in programs offered on-campus.

b.   The institution must provide an adequate means for resolving student complaints.

c.   The institution must provide to students advertising, recruiting, and admissions information that adequately and accurately represents the programs, requirements, and services available. There should be a set of written policies, procedures, and guidelines pertaining to degree-related distance education courses and programs which includes information on admissions, curriculum, requirements for completion of the distance education courses or programs, costs and payment policies, financial aid, and any other pertinent information. In the case of electronically-mediated distance education, institutions must provide information about the nature of faculty/student interaction, assumptions about students' technological competence and skills, technical equipment and software requirements, and availability of academic and student support services.

d.   The institution must ensure that students admitted possess the knowledge and equipment necessary to use the technology employed in the program and provide aid to students who are experiencing difficulty using the required technology.

6.   Library and Learning Resources

a.   The institution must ensure that students have access to and can effectively use appropriate library resources.

b.   The institution must monitor whether students make appropriate use of learning resources.

c.   The institution must provide laboratories, facilities, and equipment appropriate to the courses or programs.

7.   Facilities and Finances

a.   The institution must possess the equipment and technical expertise required for distance education.

b.   The institution's long-range planning, budgeting, and policy development processes must reflect the facilities, staffing, equipment and other resources essential to the viability and effectiveness of the distance education program.

H.   REVIEW CRITERIA

In reviewing requests for authorization to initiate or to continue degree-related distance education programs, Academic Affairs staff will consider:

1.   the impact of the proposed program on the quality and capacity of existing on-campus academic programs at the requesting institution,

2.   the need and demand for the distance education instruction,

3.   the readiness of the institution to deliver a program comparable in quality and standards to those that are offered on-campus,

4.   the impact of the proposed distance education instruction on other institutions or agencies in the area (if site-based) and in the state as a whole, and

5.   the compatibility of the proposed distance education activity with the mission and strategic plan of the requesting institution and with the mission and strategic directions of the University of North Carolina.

I.   ACCOUNTABILITY

1.   Degree-related courses or programs may be offered through distance education only with the concurrence of the responsible academic dean or department head of the college, school or department as to the adequacy of faculty and other instructional resources, such as library resources, laboratory, computer resources, media support services, and classroom facilities, required for the proposed instructional activity.

2.   The appropriate academic dean or department head will be accountable for all qualitative aspects of distance education operations and for ensuring the standards for awarding credit are consistent with requirements for credit that must be met by students enrolled in the program as on-campus students.

3.   The appropriate academic dean or department head is responsible for ensuring that the teaching and evaluation formats for distance education instruction are comparable to the formats used on-campus or that the formats have been developed or revised specifically for distance education instruction.

4.   Students enrolled in distance education courses and programs should be included in university-wide assessment programs administered to students on-campus (e.g., course/instructor evaluation, graduating senior and alumni surveys, etc.). All students should be included in the Student Data Files, and their courses should be reported on the Course Description Table Files, the Student Courseload Files, and the Course Grade Files provided to the Office of the President. The Office of Institutional Research on the campus should coordinate this data collection.

5.   The institution must assess student capability to succeed in distance education programs and apply this information to admission and recruitment policies and decisions.

6.   The institution must ensure the integrity of student work and the credibility of the degrees and credits it awards.

7. The Senior Vice President will authorize degree-related distance education programs for a maximum initial period of five years. At the completion of the fourth year of operation (or at least two months prior to expiration of the program if sooner than four years), an assessment of the program must be completed by the institution and the results submitted to the Senior Vice President (with the request for renewal if there continues to be a demand for the program). This assessment and any request for renewal should follow the format in Appendix H. Campus directors of institutional research will work with their respective institutions to provide this information. The Office of the President will periodically compile data comparing the performance of distance education students with the performance of residential rising juniors and on-campus community college transfer students holding associate's degrees. The Office of the President will also conduct periodic studies of retention and graduation rates for baccalaureate and master's degree students. The results of program-specific assessments, as well as campus and system-wide analyses of student performance, should be made available to students and other interested parties. If a program is discontinued after five years, currently enrolled students will be permitted to continue for a reasonable period of time to assure completion of their programs of study, but no new students may be enrolled.

J. GRADUATE CENTERS

In instances where there is a clear and exceptional need for graduate level degree-related instruction, a particular institution or group of institutions may be called upon by the Board of Governors to fill the need through the establishment of a graduate center at a constituent institution or other educational facility. Graduate centers will be planned and established on the initiative of the President and the Board of Governors, in accordance with appropriate standards for initiating graduate programs.

Graduate centers have been established in Asheville, Charlotte, Elizabeth City and Winston-Salem. Administrators of the graduate centers are located on the campus of the constituent institution of the University in each of the four cities. Each center is charged with coordinating the planning and conduct of degree-related courses and programs in its area. All constituent institutions planning to offer degree-related courses or programs in the vicinity of a graduate center must coordinate their planning with the Graduate Center Director whose center might be impacted by the proposed offering. Assigned areas are as follows:

Asheville Graduate Center
Buncombe & all contiguous counties
Charlotte Graduate Center
Mecklenburg & all contiguous counties

Elizabeth City Graduate Center
Pasquotank & all contiguous counties
Winston-Salem Graduate Center
Forsyth County

Funding for Graduate Centers is provided on the same basis as for all other fundable degree-related distance education activities. In accordance with a legislative directive effective with the 1985-86 fiscal year, tuition and fees charged for courses offered in graduate degree programs through graduate center arrangements can be no greater than the tuition and fees that would be charged if the courses were taken on the campus of the institution providing the instruction.

K. REPORTING RESPONSIBILITIES

1. The Office of the President will maintain a current inventory of authorized degree-related distance education programs. This inventory will be posted and made available electronically.

2. Institutions will maintain an electronic listing of the degree-related distance education courses and programs currently being offered.

3.   In January of each year, the Senior Vice President shall submit to SACS an annual report that includes an inventory of all authorized degree-related distance education programs for the University and highlights program additions, discontinuations, and other changes during the past year.

L.   PARTICIPATION OF CONSTITUENT INSTITUTIONS IN INTER-INSTITUTIONAL ARRANGEMENTS

1.   Procedures. Procedures for authorizing and offering degree-related distance education programs rely heavily on the initiative of constituent institutions to inform other constituent institutions of their plans, especially those in the locale where the proposed instructional activity will be carried out and where proposed courses and programs are comparable to those offered by neighboring institutions. Institutions are expected to exercise great care that their distance education instruction activities are not unproductive, excessively costly, or unnecessarily duplicative. Where appropriate, constituent institutions are encouraged to combine their efforts to serve citizens whose educational needs are not being met in a timely or effective manner.

2.   Policy. The Senior Vice President must approve the participation of a constituent institution in any formal inter-institutional arrangements which provide for cooperative instructional activities and operation or use of facilities and academic resources between and among public and nonpublic institutions of higher education, including community colleges, public school systems, and any cooperative association of such educational institutions formed as a corporation or consortium, including "Consortium-Based Teacher Education Programs" authorized by the State Board of Education.

An institution proposing to participate in an inter-institutional arrangement as described above should follow the format in Appendix J to present its request prior to signing any agreement. The Senior Vice President will review and approve the terms and conditions of participation in any inter-institutional or interagency organization, including the charter and bylaws thereof, and may thereafter authorize a chief administrative officer of the constituent institution, or the officer's designee, a member of the President's staff, or any other person to participate on the governing body of such a consortium.

Certain inter-institutional arrangements (e.g., initiating credit courses involving a contractual agreement or consortium for course content to be delivered, in whole or in part, by an organization which is not accredited by the COC or, potentially, among COC-accredited institutions) may also require prior notification to the Commission on Colleges of SACS to assure that necessary accreditation requirements are met (Substantive Change Procedure Two). Once the arrangement has been approved, the institution should submit a copy of its proposal, accompanied by a copy of the letter of approval, to the Commission on Colleges. In instances where UNC institutions contract with community colleges to offer general education programs, both institutions should notify the Commission on Colleges to ensure that requirements are met.

Any commitments, including facilities and resources, by the University or a constituent institution to any inter-institutional arrangement, association or corporation shall be made in compliance with all provisions of law and regulations governing the University or the constituent institution and shall not exceed funds appropriated or otherwise lawfully available to the University or to the constituent institution thereof in the fiscal year in which the commitments are made.

The financial standing and operations of any inter-institutional arrangement, association or corporation shall be subject to audit by the State Auditor.

[This is a rewrite of Administrative Memorandum #407.]

APPENDIX E

THE UNIVERSITY OF NORTH CAROLINA
NOTIFICATION OF INTENT TO OFFER A SEQUENCE OF DISTANCE EDUCATION COURSES FOR
CERTIFICATION, LICENSURE, OR OTHER PURPOSE NOT LEADING TO
AWARD OF A DEGREE

UNC institutions planning to offer a sequence of courses for certification, licensure, etc., should notify the Division of Academic Affairs in advance so that information on these activities can be made accessible through an inventory maintained by the Office of the President.

Date: _____

Constituent Institution: _____
CIP Discipline Specialty Title: _____
CIP Discipline Specialty Number: _____ Level: Undergraduate _____ Graduate _____
Title of Proposed Course Sequence: _____
Date of Initiation: *month* _____ *year* _____
Will this sequence of courses be completely individual access (*e.g.*, Internet, videocassette)? Y ___ N___
If "yes," what will be the mode of delivery? _____
If "no," list proposed sites (use additional lines as needed):

_____	_____	_____
(*city*)	(*county*)	(*state*)

_____	_____	_____
(*city*)	(*county*)	(*state*)

_____	_____	_____
(*city*)	(*county*)	(*state*)

If cohort-based, length of time to complete the sequence (e.g., 1 year, 18 mos.): _____

1.   Briefly describe the proposed program and intended audience.

2.   Describe the proposed instructional delivery systems (e.g., on-site instruction by faculty, interactive video, Internet, etc.).

3.   Describe need for the program (referencing results of surveys or special studies).

4.   Projected total annual enrollment: Years 1 _____ 2_____ 3_____ 4 _____ 5 _____

Name, title, telephone, and e-mail of contact person to respond to questions:

_____

APPENDIX F

THE UNIVERSITY OF NORTH CAROLINA
NOTIFICATION OF INTENT TO PLAN A NEW DISTANCE EDUCATION DEGREE PROGRAM

THE PURPOSE OF ACADEMIC PROGRAM PLANNING: Planning a distance education degree program provides an opportunity for an institution to make the case for need and demand and for its ability to offer a quality program. This notification, and the planning activity to follow, do not guarantee that authorization to establish will be granted.

Date: _____

Constituent Institution:_____
CIP Discipline Specialty Title:_____
CIP Discipline Specialty Number: _____ Level: B_____ M_____ I_____ D_____
Exact Title of the Proposed Program:_____
Degree Abbreviation:_____ Proposed Date of Initiation: *month* _____ *year* _____
Will this program be completely individual access (*e.g.*, Internet, videocassette)? Y _____ N_____
If "yes," primary mode of delivery: _____
If "no," list proposed sites (use additional lines as needed):

_____	_____	_____
(*city*)	(*county*)	(*state*)
_____	_____	_____
(*city*)	(*county*)	(*state*)
_____	_____	_____
(*city*)	(*county*)	(*state*)

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

SACS/COC substantive change questions (1=Procedure One; 2=Procedure Two)
Site-based (where the instructor is present):
Is the institution initiating instruction where the student may earn more than 25% and less than 50% of credits toward a degree at a site 30 miles or more from the campus? (2) Yes_____ No_____
Is the institution initiating an (additional) off-campus site at which students may earn at least 50% of an educational program? (1) Yes_____ No_____
Is the institution adding significantly different degree programs at a currently approved site? (2)
Yes_____ No_____
Distance learning (where instructor and student are geographically separated):
Is the institution offering its first credit courses via technology-based instruction by which students can obtain at least 25% of credits toward a degree program? (2) Yes_____ No_____
Is the institution expanding a previously reported program from less than 50% of credits to 50% or more of a degree program? (2) Yes_____ No_____
Is the institution adding a significantly different program from previously reported programs offered via technology-based instruction? (2) Yes_____ No_____
If this action constitutes a substantive change, by what date should SACS be notified? _____

1.   Briefly describe the proposed program and intended audience.

2.   Describe the proposed instructional delivery systems (e.g., on-site instruction, interactive video, Internet, etc., including combinations of these).

3. Describe need for the program (referencing results of surveys or special studies). If site-based, is any other institution (public or private) offering a similar program in the location(s)? If individual access, is any other UNC institution offering a similar individual access program?

4. Projected total annual enrollment: Years 1 _____ 2_____ 3_____ 4 _____ 5 _____

Name, title, telephone, and e-mail of contact person to respond to questions:

_____

This intent to plan a new distance education degree program (or program site) has been reviewed and approved by the appropriate campus committees and authorities.

Vice Chancellor for Academic Affairs:_____

APPENDIX G

THE UNIVERSITY OF NORTH CAROLINA
REQUEST FOR AUTHORIZATION TO ESTABLISH A NEW DISTANCE
EDUCATION DEGREE PROGRAM
(THROUGH WHICH 50% OR MORE OF A DEGREE PROGRAM IS PROVIDED)

INSTRUCTIONS: _Please submit_ _three_ _copies of the proposal to the Senior Vice President for Academic Affairs, UNC Office of the President. The signature of the Vice Chancellor for Academic Affairs is required._

Date: _____

Constituent Institution:_____
CIP Discipline Specialty Title:_____
CIP Discipline Specialty Number: _____ Level: B_____ M_____ I_____ D_____
Exact Title of the Proposed Program:_____
Degree Abbreviation:_____ Proposed Date of Initiation: _month_ _____ _year_ _____
Date at which assessment will be required (at the end of the fourth year or at least two months prior to program expiration, whichever comes sooner):_____
Will this program be completely individual access (_e.g._, Internet, videocassette)? Y _____ N_____
If "yes," primary mode of delivery:_____

If "no," list proposed sites (use additional lines as needed):

(1) _____   _____   _____
              (_city_)   (_county_)   (_state_)

(2) _____   _____   _____
              (_city_)   (_county_)   (_state_)

(3) _____   _____   _____
              (_city_)   (_county_)   (_state_)

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

List any other UNC institution that offers a similar program in the same location (if requesting a site-based program) or a similar program by individual access (if requesting an individual access program):
Institution _____   Program title _____

Does this program constitute a substantive change as defined by SACS/COC?   Yes_____ No_____
If "yes," which substantive change procedure applies?   One_____ (prior authorization from SACS)
                                                                                          Two_____ (prior notification to SACS)
By what date should SACS be notified of authorization to establish? _____

The following items conform to the information required for SACS Substantive Change Procedure One.

1.   <u>Abstract</u> (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.

2.   <u>Background information</u>
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 Office of the President*).

3.   <u>Assessment of need and program planning/approval</u>
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.

Provide projected annual enrollment:
Individual access: Years 1 _____ 2_____ 3_____ 4 _____ 5 _____

Site 1:   Years 1 _____ 2_____ 3_____ 4 _____ 5 _____
Site 2:   Years 1 _____ 2_____ 3_____ 4 _____ 5 _____
Site 3:   Years 1 _____ 2_____ 3_____ 4 _____ 5 _____

Projected total SCHs (all sites):

Year 1	Student Credit Hours		
Program Category	UG	Masters	Doctoral
Category I			
Category II			
Category III			
Category IV			

Year 2	Student Credit Hours		
Program Category	UG	Masters	Doctoral
Category I			
Category II			
Category III			
Category IV			

Year 3	Student Credit Hours		
Program Category	UG	Masters	Doctoral
Category I			
Category II			
Category III			
Category IV			

Year 4	Student Credit Hours		
Program Category	UG	Masters	Doctoral
Category I			
Category II			
Category III			
Category IV			

4. Description of the change
   Provide a description of the proposed change, including
   - description of the proposed program;
   - specific outcomes and learning objectives;
   - curriculum and schedule of proposed course offering.

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

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

5. Faculty and support staff
   Provide:
   - number of faculty expected to deliver instruction: full-time faculty _____ part-time faculty _____
   - 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;
   - evidence that adequate 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).

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

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.

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.

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.

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.

10.   Appendices
Appendices 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:

_____

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.

Vice Chancellor for Academic Affairs: _____

APPENDIX H

THE UNIVERSITY OF NORTH CAROLINA
DISTANCE EDUCATION DEGREE PROGRAM ASSESSMENT FORM
(AND REQUEST FOR REAUTHORIZATION)

INSTRUCTIONS: At the completion of the fourth year of operation of an authorized UNC distance education degree program, or at least two months prior to expiration if the program has been offered for less than four years, the following assessment information must be submitted to the Senior Vice President for Academic Affairs.

Date: _____

Constituent Institution:_____
CIP Discipline Specialty Title:_____
CIP Discipline Specialty Number: _____ Level: B_____ M_____ I_____ D_____
Title of Authorized Program:_____ Degree
Abbreviation:_____
Date of Authorization: *month* _____ *year*_____ Date of Initiation: *month* _____ *year* _____
Is this program offered through individual access (*e.g.*, Internet, videocassette)? Y _____ N_____
If "yes," primary mode of delivery:_____
If "no," list all sites and primary mode of delivery (e.g., face to face, two-way video). Add lines as needed:

If "no," list proposed sites (use additional lines as needed):

(1) _____   _____   _____
        (*city and county*)   (*state*)   (*mode of*
delivery)

(2) _____   _____   _____
        (*city and county*)   (*state*)   (*mode of*
delivery)

(3) _____   _____   _____
        (*city and county*)   (*state*)   (*mode of*
delivery)

Program Assessment Information

1.   Comparison of projected (at time of program authorization) and actual program enrollments:

        Individual access: Projected: Year 1 _____ 2_____ 3_____ 4 _____
                               Actual: Year 1 _____ 2_____ 3_____ 4 _____

        Site 1:   Projected: Year 1 _____ 2_____ 3_____ 4 _____
                               Actual: Year 1 _____ 2_____ 3_____ 4 _____

        Site 2:   Projected: Year 1 _____ 2_____ 3_____ 4 _____
                               Actual: Year 1 _____ 2_____ 3_____ 4 _____

        Site 3:   Projected: Year 1 _____ 2_____ 3_____ 4 _____
                               Actual: Year 1 _____ 2_____ 3_____ 4 _____

2.   Indicate the number of students that withdrew from the program each year. How does this compare with retention of students in comparable programs on-campus?

Individual access: Year 1 _____ 2_____ 3_____ 4 _____

Site-based: Year 1 _____ 2_____ 3_____ 4 _____

3. Compare, by year, the performance (i.e., average gpa) of students enrolled in the off-campus program with the performance of a comparable cohort of students enrolled in the same program on-campus.

Individual access: Off-campus   Year 1 _____ 2_____ 3_____ 4 _____
Site-based   Off-campus   Year 1 _____ 2_____ 3_____ 4 _____
On-campus   Year 1 _____ 2_____ 3_____ 4 _____

4. Provide by year (July 1-June 30) the number of students who have graduated or are expected to graduate (in year not yet completed) from this program:

Year:_____   Number of Graduates:_____
Year:_____   Number of Graduates:_____
Year:_____   Number of Graduates:_____

5. Indicate number of courses taught each year (July 1-June 30) and type of faculty who taught these courses:

Number of courses taught in: Year 1 _____ 2_____ 3_____ 4 _____
Number of courses taught each year
by full-time faculty: Year 1 _____ 2_____ 3_____ 4 _____
Number of courses taught each year
by part-time/adjunct faculty: Year 1 _____ 2_____ 3_____ 4 _____

If mix of full-time and part-time/adjunct faculty differs from mix in on-campus program, provide an explanation for this difference.

6. Describe the procedures used to assess program quality and outcomes. How were the results of assessment used to improve the instructional program, student learning, services, and operations?

7. Compare the results of surveys of student satisfaction in this distance education program with results of surveys of on-campus students in comparable degree programs. If the program is offered off-campus via both individual access and at specific sites, distinguish between satisfaction of students in each type of delivery system.

8. Provide any additional information that demonstrates that this program has achieved its intended goal and addressed the need for which it was developed.

Name, title, telephone, and e-mail of contact person for this evaluation report:

_____

REQUEST FOR REAUTHORIZATION

Is the institution requesting reauthorization of this program for another five-year period:
      (a)   through continued individual access?   Yes_____   No/NA_____
      (b)   through site-based instruction?   Yes_____   No/NA_____
If "yes," list sites (must be all, or some, of sites currently authorized for this program):

(1) _____   _____   _____
         (city and county)   *(state)*   *(mode of delivery)*

(2) _____   _____   _____
         (city and county)   *(state)*   *(mode of delivery)*

(3) _____   _____   _____
         (city and county)   *(state)*   *(mode of delivery)*

Proposed Date of Initiation: *month* _____ *year* _____
Date at which next assessment will be required (at the end of the fourth year or at least two months prior to program expiration, whichever comes sooner): _____

_____

Will this program (or any course sections of the program) be completely individual access (*e.g.*, Internet, videocassette)? Y _____ N_____   If "yes," primary mode of delivery: _____

List all site-based locations and primary mode of delivery (e.g., face-to-face, two-way video):

(1) _____   _____   _____
         (city and county)   *(state)*   *(mode of delivery)*

(2) _____   _____   _____
         (city and county)   *(state)*   *(mode of delivery)*

(3) _____   _____   _____
         (city and county)   *(state)*   *(mode of delivery)*

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

9.   Describe intended audience and an assessment of need (*include results of surveys or special studies*).

Provide projected annual enrollment:

Individual access: Years 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Site 1:   Years 1 _____ 2 _____ 3 _____ 4 _____ 5 _____
Site 2:   Years 1 _____ 2 _____ 3 _____ 4 _____ 5 _____
Site 3:   Years 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Projected total SCHs (all sites):

Year 1	Student Credit Hours		
Program Category	UG	Masters	Doctoral
Category I			
Category II			
Category III			
Category IV			

Year 2	Student Credit Hours		
Program Category	UG	Masters	Doctoral
Category I			
Category II			
Category III			
Category IV			

Year 3	Student Credit Hours		
Program Category	UG	Masters	Doctoral
Category I			
Category II			
Category III			
Category IV			

Year 4	Student Credit Hours		
Program Category	UG	Masters	Doctoral
Category I			
Category II			
Category III			
Category IV			

10.   Faculty and support staff
       Provide:

   - number of faculty expected to deliver instruction: full-time faculty _____ part-time
     faculty _____
   - number and responsibilities of support staff (e.g., program coordinator).

Name, title, telephone, and e-mail of contact person to respond to questions regarding requested reauthorization:

_____

Vice Chancellor for Academic Affairs: _____
(signature required if requesting reauthorization)

APPENDIX I

THE UNIVERSITY OF NORTH CAROLINA
DISTANCE EDUCATION DEGREE PROGRAM (OR SITE) DISCONTINUATION FORM

INSTRUCTIONS: UNC distance education degree programs are authorized for a period of five years, after which the program will be discontinued unless a request for reauthorization accompanies the program assessment outlined in Appendix H. If the program becomes inactive prior to conclusion of its five-year authorization term, this notice of program discontinuation must be submitted to the Senior Vice President. The program assessment (Appendix H) must be completed and submitted prior to program discontinuation. If only certain sites of the program are to be discontinued, Appendix I must be submitted for those sites, and program assessment for those sites should be included in the Appendix H assessment of sites for which reauthorization is requested.

Date: _____

Constituent Institution:_____

CIP Discipline Specialty Title:_____

CIP Discipline Specialty Number: _____ Level: B_____ M_____ I_____ D_____

Title of Authorized Program:_____ Degree Abbreviation:_____

Date of Authorization: month_____year _____ Date of Initiation: month_____ year_____

Date of Proposed Discontinuation: month_____ year _____

Is this program (or any course sections of the program) offered through individual access (e.g., Internet, videocassette)? Y _____ N_____

If "yes," primary mode of delivery:_____

List all site-based locations originally authorized. Add lines as needed:

(1) _____   _____   _____
          (city)   (county)   (state)
(2) _____   _____   _____
          (city)   (county)   (state)
(3) _____   _____   _____
          (city)   (county)   (state)

Is the entire authorized distance education degree program to be discontinued at the date given above? Yes_____ No_____

If "no," indicate below those portions of the program that are to be discontinued:
Individual access portion of the program: Yes_____   Not Applicable_____
Site-based locations to be discontinued: Yes_____   Not Applicable_____
Sites to be discontinued:

(1) _____   _____   _____
          (city)   (county)   (state)
(2) _____   _____   _____
          (city)   (county)   (state)
(3) _____   _____   _____
          (city)   (county)   (state)

Name, title, telephone, and e-mail of contact person for this notification of discontinuation:

_____

APPENDIX J

THE UNIVERSITY OF NORTH CAROLINA
REQUEST FOR AUTHORIZATION TO PARTICIPATE IN AN
INTER-INSTITUTIONAL ARRANGEMENT

INSTRUCTIONS: Three copies are to be submitted to the Senior Vice President for Academic Affairs prior to implementation of any such arrangement.

Date: _____

Constituent Institution:_____

Constituent Institution:_____

Constituent Institution:_____

Constituent Institution:_____

(add lines as needed)

Proposed Title of the Inter-institutional Organization:_____
_____

1. Describe the nature and purpose of the proposed inter-institutional arrangement.

2. Provide the name, location, and a description of the governance of the contracting organizations (or those that will form the consortium) with information concerning the accredited status of all parties involved. Provide the name, title, and address of the person authorized to respond to any questions.

3. Provide the rationale for entering into the contract or the consortium and an assessment of need.

4. Provide a timetable for implementation of the contract/consortium.

5. Describe administrative oversight over the quality of programs/services offered through the contract/consortium.

6. Identify resources required to support the conditions of the contract/consortium (financial resources, library/learning resources, physical facilities, equipment).

7. Attach any charter or bylaws and a copy of the contract for programs/services or the consortial arrangement statement.

Chancellor: _____

Chancellor: _____

Chancellor: _____

Chancellor: _____
(add lines as needed)