

### ***Policy on Academic Program Planning***

North Carolina citizens and institutions must be prepared to compete in a rapidly changing global environment. Consistent with this mandate, the University of North Carolina Board of Governors, the University's General Administration, and the constituent universities shall be guided by the needs of the people of North Carolina in their academic degree program development, approval, and discontinuation actions. Academic program planning and procedures must be nimble, efficient, and responsive to those needs at all levels.

Campuses shall continue to have a lead role in identifying academic program needs and in formulating proposals to meet those needs. The University's General Administration shall also engage in the identification of academic program needs. General Administration shall develop procedures to regularly review workforce and societal needs and, on at least a biennial basis, identify degrees and programs beneficial to the State. General Administration shall also periodically draw on the expertise of the faculty to identify longer-term emerging trends that may have implications for new degree programs. In its analysis, General Administration shall always consider whether all regions of the State are adequately served by the University. As referenced in this policy, needs of the State and its citizens are inclusive of requirements growing out of local, regional, national, and global challenges.

Once academic program needs are identified by the campuses or by General Administration, General Administration, in consultation with the campuses, shall forward, after appropriate review, recommendations to the Board of Governors regarding how best to meet those needs. All campuses shall have an opportunity to participate in a process for recommending the best way to address those needs. Disciplinary and cross-disciplinary processes that utilize campus faculty and administrators shall be established to recommend whether expansion of a current degree program, collaboration in a joint degree program, an online degree program, or a stand-alone degree program is the best option. Campuses are urged to give high priority to collaborative or joint program development.

In these processes, faculty expertise is essential for sound academic decision making at the campus and system levels. At the campus, disciplinary, cross-disciplinary, University, and Board levels, analysis and recommendation of the need for a new academic program, the place for its establishment, and the method of its delivery shall be based on:

- (1) number, location, and mode of delivery of existing programs,
- (2) the relation of the program to the distinctiveness of the campus and the mission of the campus,
- (3) the demand for the program in the locality, region, or State as a whole,
- (4) whether the program would create unnecessary duplication,
- (5) employment opportunities for program graduates,
- (6) faculty quality and number for offering the program,

- (7) the availability of campus resources (library, space, labs, equipment, external funding, and the like) to support the program,
- (8) the number and quality of lower-level and cognate programs for supporting the new program,
- (9) impact of program decision on access and affordability,
- (10) the expected quality of the proposed degree program,
- (11) feasibility of a joint or collaborative program by two or more campuses, and
- (12) any other consideration relevant to the need for the program.

General Administration shall, in collaboration with the campuses, promote the expansion and availability of online degrees and other programs which facilitate access to higher education for all citizens. As the availability of online degree offerings increases, General Administration, in collaboration with the campuses, shall incorporate consideration of online offerings into the assessments of proposals for new academic degree programs. Online program development is part of the academic planning and assessment processes, and campuses will continue to take the lead in proposing the establishment of online degree programs.

While the responsibility for quality, efficiency, and productivity of academic degree programs rests at the campus level, General Administration shall be responsible for periodic reviews to determine whether productivity and quality review processes are followed. Campuses shall regularly review the priorities of their offerings and are to be prepared to discontinue programs that no longer meet any significant need. In collaboration with the campuses, General Administration shall review and revise standards for offering degree programs at various levels and by various methodologies. The University shall balance responsiveness with due diligence and a state-wide perspective. In achieving this balance, General Administration shall develop expedited program review processes for rapid response where warranted. The campuses' faculty and administration and General Administration shall assure a continuing commitment to academic excellence.

The President, after consultation with the campuses and the Board of Governors, shall promulgate regulations to implement this Board of Governors policy and is authorized to provide guidance to the campuses in their academic program development and discontinuation.

## **Regulations for Academic Program Planning and Evaluation**

### **General**

In response to a new degree (or degrees) proposed or significant needs identified by UNC, General Administration will establish panels in the appropriate academic discipline to review the need for changes in program offerings in the discipline. Each campus will be provided an opportunity to participate in the review and may choose to participate directly, indirectly, or not at all. Different mechanisms of review may be chosen including face-to-face meetings, conference calls, video conferences, or commentary on proposals by campuses.

For new degree program proposals an information and data template will be used by General Administration to provide a common framework against which each proposed new degree program can be displayed. This will provide information that may be used to assess priorities when such assessments are needed.

UNC utilizes the Classification of Instructional Programs (CIP), 2000 Edition for the classification of all degree programs. Campuses will propose an appropriate classification for each degree program proposed.

### **New Degree Program Proposals**

General Administration will be responsible for managing the review process for new degree proposals and, after consultation with disciplinary experts and campuses at various stages, for making a recommendation to the BOG. The review process will involve disciplinary experts both from within and from outside the state. Outside reviews will be required for all doctoral-level program proposals and may be used for programs at other levels.

### **Baccalaureate Degree Programs**

Disciplinary reviews will address the overall need for the production of graduates in the discipline and how the proposed new degree program or programs will fit with pertinent existing programs to serve state needs. In the course of the review, the proposed program or programs will be assessed for need and quality. Consideration should be given to all options including the new program as proposed, a modified version of the program, joint programs, expansion of one or more existing programs, initiating or expanding an online program, a combination of these, or no change. Based on this process, expert reviews where relevant, and an overall assessment, General Administration will make recommendations for the next steps. Recommendations for establishment will be taken to the Committee on Educational Planning, Policies and Programs for consideration, then, upon favorable recommendation, to the Board of Governors.

### **Master's Degree Programs**

Disciplinary reviews will address the overall need for the production of graduates in the discipline and how the proposed new degree program or programs will fit with pertinent existing programs to serve state needs. In the course of the review, the proposed program or programs should be assessed for need and quality. Consideration should be given to all options including the new program as proposed, a modified

version of the program, joint programs, expansion of one or more existing programs, initiating or expanding an online program, a combination of these, or no change. Based on this process, expert reviews where relevant, and an overall assessment, General Administration will make recommendations for the next steps. Recommendations for establishment will be taken to the Committee on Educational Planning, Policies and Programs for consideration, then, upon favorable recommendation, to the Board of Governors.

### **Doctoral Degree Programs**

The first stage of review will vary for different types of doctoral programs. Currently doctoral programs are classified by the Department of Education for IPEDS reporting as First Professional programs and Doctoral programs. The Department of Education is evolving to two new classifications of doctoral programs: Applied Doctoral programs and Research Doctoral programs. In this transitional period the three following classifications will be used.

***First Professional programs***-- medicine, pharmacy, dentistry, veterinary medicine, and law are offered in UNC. (This classification is to be phased out for IPEDs).

***Applied Doctoral programs***—typically prepare graduates to be practitioners in the field.

***Research Doctoral programs***—typically prepare graduates to do research in the field or become faculty members at colleges or universities.

Applied and Research Doctoral program proposals will be reviewed by disciplinary panels and the results will be a recommendation by General Administration to plan, to revise, or not to plan the program. These recommendations will be reported to the University-wide Graduate Policy Council. Those recommended for planning by General Administration and approved for planning by the Educational Planning Committee may proceed to prepare a proposal to establish the program. Proposals for establishment will be reviewed and a recommendation will be provided by the University-wide Graduate Council. Based on outside reviews, the review by the University-wide Graduate Council and an overall assessment of the program in relation to priority factors, General Administration will decide whether to recommend the establishment of the program to the Educational Planning Committee. Upon a favorable assessment, the Educational Planning Committee will recommend the program to the Board of Governors.

First Professional program proposals normally involve outside reviewers in the early stages of development and in most cases an on-site review team. Other high-cost programs may also be addressed in the same manner.

### **Joint Degree Programs**

Joint Degree programs resulting in the awarding of a joint degree by two or more UNC constituent institutions or by a UNC constituent institutions and non-UNC educational institutions must be approved through the regular institutional processes and have the approval of the chancellor of each participating UNC institution before submission to General Administration for review and presentation to the BOG for approval.

Proposals for Joint Degree programs must include the following:

Indication of appropriate approvals by all participating UNC institutions including approval by their chancellors.

Certification that the following institutional processes have been agreed to:

- Admission process
- Registration and enrollment process for students
- Committee process for graduate students
- Plan for charging and distributing tuition and fees
- Management of transcripts and permanent records
- Participation in graduation
- Design of diploma

Each student who will receive a Joint Degree must be approved by each UNC institution whose name will appear on the diploma using the institutional process for certifying a student to receive a degree.

### **Dual Degree Programs**

A Dual Degree program involves two academic units, either on the same campus or on different campuses, including non-UNC campuses, in a formal agreement to offer two degrees as part of a program of study that will result in a student being awarded both degrees. While such programs offer the advantage that some course work may count for each degree, the requirements for each of the two degrees in a Dual Degree program must be substantially equivalent to the requirements for a student taking only one of the degrees. For example, a Juris Doctorate and an MBA could be linked in a Dual Degree program. If more than one campus is involved this would be a Coordinated Dual Degree program. Another option is to offer part of each program in a single interdisciplinary degree program that would be substantially different from each of the original programs. Such a single degree program would be a new degree program requiring Board approval. Constituent institutions considering such arrangements are to consult with General Administration regarding which option their proposal fits under.

### **Interdisciplinary Degree Program**

An Interdisciplinary Degree program involves two or more academic units, either on the same or different campuses, including non-UNC campuses, in a formal agreement to offer a program of study drawing on two or more disciplines that will result in a student being awarded an interdisciplinary degree. If more than one campus is involved in offering the program it would also be a joint degree.

### **Degree Consortia**

A Degree Consortium is a formal agreement between two or more UNC or non-UNC institutions to share courses in the same discipline that will count as degree credit for a degree offered separately by one or more of the participating institution. Constituent institutions considering such arrangements are to consult with General Administration before establishing them. Each separate degree would be reviewed through the normal process.

### **Alternative, Online, or Distance Education Delivery of Approved Degree Programs**

Alternative, online, and distance delivery of BOG-approved degree programs require approval by General Administration and an assurance to General Administration that all reporting to and necessary approvals from regional or specialized accreditation agencies have occurred prior to the program beginning. Approval by GA is required if fifty percent or more of the degree program will be offered in an alternative, online, or distance delivery mode, or a combinations of these modes.

Accreditation agencies require notice and approval in many cases of alternative, online, or distance delivery. Any program proposal should include information about accreditation requirements for

alternative delivery. UNC institutions are individually accredited by the Commission on Colleges 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 alternative, online, or distance delivery that may constitute a substantive change as defined by the Commission on Colleges.

If a degree program has not been approved by the Board of Governors, its approval for alternative, online, or distance delivery must wait until BOG program approval is received.

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

Each institution must have a clearly defined process for the review and approval of proposals to plan or establish alternative, online, or distance delivery of degree programs. All campus processes must be followed and campus approval must be received before a proposal may be submitted to General Administration.

The academic standards and quality of certificate and degree-related alternative, online, or distance delivery of courses or programs must 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 and the campus offering the instruction.

### ***Off-site Degree Programs***

Degree programs offered at a site away from the institution's campus may be entirely face-to-face or have a mix of face-to-face and alternative or online delivery. Proposals for offsite delivery of degree programs must document the comparable quality of the proposed programs to programs offered on the campus in terms of both academic standards and standards for student support. Proposals for offsite programs are to include a description of the space arrangements for offering the program. Priority should be given to partnering with constituent institutions of UNC, including the use of Graduate Centers, and of the North Carolina Community College System where appropriate.

### ***Online Degree Programs***

Degree programs delivered online enable students to access them without residing on the campus or being required to come to the campus except for brief periods for orientation or proctored testing. Proposals for online delivery of degree programs must document the comparable quality of the proposed programs to programs offered on the campus in terms of both academic standards and standards for student support. Due care should be given to the provision of local student support, such as arrangements for proctored examinations.

### ***Other Delivery Methods***

Other methods, such as NCREN, one and two-way television, and CD-ROM-based work may still be used from time to time. Rapidly changing technology may lead to new modes of delivery of courses and degrees. Proposals for other methods for delivery of degree programs must document the comparable quality of the proposed programs to programs offered on the campus in terms of both academic standards and standards for student support.

### ***Expedited Program Review***

While the academic program planning and evaluation process is required by BOG Policy to “balance responsiveness with due diligence and a state-wide perspective,” it is also necessary to develop “expedited program review processes for rapid response where warranted.” A request for an expedited review will be warranted where there is an extraordinary need to have a program start up immediately to meet a clear state need, or to announce immediately that the program will be available at a certain future time. An example might be the need for a degree program as part of a state effort for recruiting or expanding business, industry, or a governmental function.

### **Discontinuation of Academic Degree Programs**

The Board of Governors has the authority to establish and discontinue degree programs. The productivity study which will be initiated biannually by General Administration will generate a campus review that may result in recommendations for discontinuation. A campus may recommend the discontinuation of a degree program at any time. A proposal for discontinuation should provide a reasonable time for students to complete their work in the program or provide an alternative way for students to complete their program.

### **Forms and Procedures for Conveying Proposals**

Revised forms and guidelines are provided for use by the constituent institutions.

**Regulations for New Campuses, Branch Campuses  
and other Off-site Educational Use of Facilities**

1. In the matter of a proposed new campus, the President will make a preliminary determination of whether to recommend to the Board that a study be done.
2. If the Board directs that a study be done of a proposal for a new campus, the President shall initiate and oversee the study and upon its conclusion make recommendations to the Board.
3. In the matter of a proposed branch campus, the President will make a preliminary determination of whether to recommend to the Board that a study be done.
4. The University will use as its definition of a branch campus the one adopted by the Commission on Colleges of the Southern Association of Colleges and Schools: A branch campus is *defined as a location of an institution that is geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (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.*
5. If the Board directs that a study be done of a proposal for a branch campus, the President shall initiate and oversee the study and upon its conclusion make recommendations to the Board.
6. Proposals for constructing, acquiring, leasing, or otherwise using off-site facilities shall provide assurance that all University requirements are to be met.
7. The President will consult with the North Carolina Community College System in the process of assessing the need for a new campus, a branch campus, or other new facilities for off-site educational delivery.
8. Templates will be developed which contain the components that must be included in agreements for constructing, leasing, or otherwise using off-site facilities for academic program delivery.
9. In proposing or reviewing proposals for off-site facilities, all options for delivery of instruction shall be considered including online options.



## GUIDELINES FOR ACADEMIC PROGRAM DEVELOPMENT

### A. ACADEMIC PROGRAMS

#### 1. Degree Levels Offered

Post-secondary academic degree programs in the 16 constituent universities of the University of North Carolina are offered at the following levels:

*Associate of Applied Science degrees*, normally requiring two years of full-time study beyond high school; offered only at North Carolina State University in the field of Agriculture;

*Arts Diploma*, available only from the UNC School of Arts and based on completion of the appropriate arts curriculum;

*Bachelor's degrees*, normally requiring four years of full-time study beyond high school;

*Master's degrees*, usually requiring one or two years of study beyond the bachelor's degree;

*Intermediate or specialist degrees*, an advanced degree falling between a master's degree and a doctoral degree;

*First Professional degrees* in law, education, dentistry, medicine, pharmacy, and veterinary medicine (J.D., Ed.D., D.D.S., M.D., Pharm.D., and D.V.M.), for which the bachelor's degree and sometimes the master's degree are prerequisites and usually requiring three or four years of study beyond the bachelor's degree;

*Doctoral degrees* (Ph.D., D.M.A., and Dr.P.H.), for which the bachelor's degree and sometimes the master's degree are prerequisites and usually requiring three or four years of study beyond the bachelor's or master's degree.

#### 2. Degree Program Classification

The University of North Carolina uses the Classification of Instructional Programs 2000 (CIP)<sup>1</sup> to classify its programs in the UNC Academic Program Inventory (API). The CIP classifies all post-secondary degree programs into 52 major discipline divisions. Currently UNC constituent institutions offer programs in 31 of these discipline divisions. These are:

01 Agriculture, Agriculture Operations, and Related Sciences	25 Library Science
03 Natural Resources and Conservation	26 Biological and Biomedical Sciences
04 Architecture and Related Services	27 Mathematics and Statistics
05 Area, Ethnic, Cultural and Gender Studies	30 Multi/Interdisciplinary Studies
09 Communication, Journalism and Related Programs	31 Parks, Recreation, Leisure and Fitness Studies
11 Computer and Information Sciences and Support	38 Philosophy and Religious Studies
13 Education	40 Physical Sciences
14 Engineering	41 Science Technologies/Technicians
15 Engineering Technologies/Technicians	42 Psychology
16 Foreign Languages, Literatures, and Linguistics	43 Security and Protective Services
19 Family and Consumer Sciences/Human Sciences	44 Public Administration and Social Service
22 Legal Professions and Studies	45 Social Sciences
23 English Language and Literature/Letters	49 Transportation and Materials Moving
24 Liberal Arts and Sciences, General Studies and Humanities	50 Visual and Performing Arts
	51 Health Professions and Related Clinical Sciences
	52 Business, Management, Marketing, and Related Support Services
	54 History

Discipline divisions are divided further into discipline specialties, which for the most part are represented by six-digit CIP codes. For example, the discipline division Engineering (14) consists of such discipline specialties as General Engineering (14.0101), Aerospace, Aeronautical and Astronautical Engineering (14.0201), Architectural Engineering (14.0401), Chemical Engineering (14.0701), and Civil Engineering (14.0801), etc. UNC actually uses a twelve-digit classification code so degree level and specialized information can be represented in the CIP.

### 3. Programs

#### **Degree Programs**

A degree program is a program of study in a discipline specialty that leads to a degree in that distinct specialty area at a particular level of instruction. All degree programs are categorized individually in the University's academic program inventory at the six-digit CIP code level. As a general rule, in order to be considered for degree program status, a course of study should require at least 27 semester hours in the proposed program area at the undergraduate level; at least half the number of hours required for the degree at the master's level; and at least 21 hours in the proposed program area at the doctoral level. Anything less than this within an existing degree program should be designated a concentration, a decision that can be made at the campus level. For teacher education programs, the President may issue regulations and/or guidelines setting parameters for required second academic concentrations.

#### **Certificate Programs**

A certificate program provides an organized program of study that leads to the awarding of a certificate rather than a degree. IPEDS has established the following standards for reporting certificates:

A post-baccalaureate certificate is awarded for an organized program of study equivalent to 18 semester credit hours beyond the bachelor's degree. It is designed for persons who have completed a baccalaureate degree, but do not meet the requirements for a master's degree.

A post-master's certificate is awarded for an organized program of study equivalent to 24 semester credit hours beyond the master's degree, but does not meet the requirement of academic degrees at the doctoral level.

Campuses may offer other certificate programs that do not meet these reporting requirements.

**Teacher Licensure Programs**

Constituent institutions with teacher education programs approved by the State Board of Education may offer specific course clusters in approved teacher licensure areas which meet licensure requirements of the State Board of Education but do not lead to the conferral of a particular degree or certificate. These may be at the entry level or advanced level of teacher licensure. When an institution receives authorization to offer teacher licensure in a specific area from the State Board of Education, General Administration should be notified. A current inventory of teacher licensure programs approved by the State Board of Education is available from the North Carolina Department of Public Instruction.

**B. ACADEMIC PROGRAM DEVELOPMENT REQUIRING AUTHORIZATION OR ACTION BEYOND THE CAMPUS LEVEL**

The chancellors of the constituent institutions shall communicate to General Administration of the University their intentions or requests with respect to instructional program development for the following:

1. Notification of intent to plan a new undergraduate or master's program.
2. Request for authorization to plan a new degree program at the doctoral or first professional level.
3. Request for authorization to establish a new degree program.
4. Request for authorization to change the name or title of an existing degree program.
5. Request for authorization to discontinue a degree or certificates program.
6. Notification of intent to establish or discontinue a certificate or teacher licensure program.

Table 1 summarizes the academic program development review and authorization requirements for actions 1 through 6 above.

**TABLE 1  
Academic Program Notification and Authorization Requirements**

<b>Notice of Intent to Plan or Authorization to Plan</b>		
<b>Authority</b>	<b>Undergraduate, and Master's Programs</b>	<b>Doctoral and First Professional Programs</b>
General Administration	<i>Receives Notification of Intent to Plan</i>	<i>Receives Request for Authorization to Plan</i> and makes recommendation to the BOG Planning Committee
BOG Planning Committee	Receives semi-annual reports on programs being planned	Grants <i>Authorization to Plan</i>

**Authorization to Establish**

<b>Authority</b>	<b>Degree Programs</b>	<b>Teacher Certification Area</b>	<b>Certificates</b>	<b>Change Program or Degree Title</b>
General Administration	Receives Request for Authorization to Establish and makes recommendation to BOG Planning Committee	Receives notification from chancellor of approval by State Board of Education	Receives notification from chancellor	Approves program or degree title change
Planning Committee	Recommends Authorization to Establish to BOG	---	---	---
Board of Governors	Grants Authorization to Establish	---	---	---

#### **Authorization to Discontinue/Notification of Discontinuation**

<b>Authority</b>	<b>Program</b>	<b>Certificates</b>	<b>Teacher Certification Areas</b>
General Administration	Receives request and makes recommendation	Receives notice of discontinuation	Receives notice of discontinuation
BOG Planning Comm.	Recommends discontinuation	---	---
Board of Governors	Authorizes discontinuation	---	---

### **C. PROCEDURES FOR PROGRAM DEVELOPMENT OR MODIFICATION**

#### **1. Campus Program Development Procedures**

Each institution must have a clearly defined process for campus review and approval of proposals to plan and, once planning is completed, a process for approving requests to establish new academic degree programs. The appropriate campus committees and authorities must approve any notification or request to plan or establish a new degree program before submitting it to General Administration.

Institutions wishing to plan new degree programs at the undergraduate or master's level must send a notification of intent to plan to General Administration. Such notification may be sent at any time, but at least six months prior to the proposed date of establishment, using the form developed for this purpose (Appendix A).

To assist institutions preparing to plan new programs, Academic Planning/Academic Affairs staff will make available a link to the CIP taxonomy, an up-to-date Academic Program Inventory for UNC institutions, and a 5-year history of enrollment of majors and degrees awarded by program and institution within the UNC system. Institutions planning a new degree program will be expected to contact other institutions awarding the proposed degree during the planning process regarding their experience with program productivity (applicants, majors, job market, placement, etc.).

Upon receipt of the notification of intent to plan, Academic Planning will 1) acknowledge receipt of the notification; 2) provide any additional information not yet posted regarding location of similar programs; and 3) add this program-planning activity to a list that will be maintained by

Academic Planning and made accessible to all UNC institutions. All UNC institutions will be expected to consult this list periodically to remain informed about programs being planned by other UNC institutions.

Following notification of intent to plan, the institution will have one year to complete planning and submit a request to establish the proposed program. If planning is not completed within the year, the campus may, under special circumstances, request a one-year extension. If the institution fails to complete the program plan within its allotted time, it must wait one year before resubmitting notification of intent to plan that program.

The program planning activity is intended as an opportunity for an institution to make the case for need and demand and for its ability to offer a quality program. This activity, by itself, does not guarantee that program authorization will be granted.

## **2. Planning New Doctoral and First Professional Degree Programs**

Institutions wishing to plan new degree programs at the doctoral or first professional level must seek authorization to plan the program, using the appropriate form (Appendix B). Campus requests must be the result of comprehensive strategic planning. The formal request to plan must indicate how the proposed program fits into the institution's comprehensive strategic plan and address issues such as need, demand, potential duplication, readiness of the institution to offer the program, and potential costs. Requests for authorization to plan may be submitted periodically by fixed dates established by General Administration.

UNC chief academic officers and graduate deans will be invited to discuss issues such as need and demand, opportunities for collaboration, etc. with respect to graduate education at their periodic meetings. After appropriate notification to the Graduate Council, General Administration will present recommendations regarding authorization to plan doctoral and first professional programs to the Committee on Educational Planning, Policies, and Programs for their consideration.

Authorization to plan a new degree program does not in any way constitute a commitment on the part of the Committee on Educational Planning, Policies, and Programs or the Board of Governors to approve a subsequent request to establish the program. Planning authorization signifies that the committee finds merit in the general proposition, that there may be sufficient need for the program, and that the suggested program is consistent with the assigned mission of the institution. Such authorization constitutes clearance for the institution to document and further justify the need and demand for the proposed program.

Following authorization to plan, an institution will have up to two years to complete its planning and submit a request to establish the proposed program. If the request to establish is not completed within this period, the campus may request a one-year extension. If the institution fails to submit a proposal within its allotted time, it must wait a year before resubmitting a request to plan that program. If the request to plan is denied, the institution may not resubmit this request for three years.

## **3. Planning New Degree Programs-Notification of the Committee on Educational Planning, Policies, and Programs and the Commission on Colleges of the Southern Association of Colleges and Schools**

The Board of Governors' Committee on Educational Planning, Policies, and Programs will receive semi-annual reports, prepared by Academic Affairs, on the status of undergraduate and graduate programs being planned.

The General Substantive Change Policy for Accredited Institutions of the Commission on Colleges (COC) of the Southern Association of Colleges and Schools (SACS) requires that the Commission

receive prior notification one year in advance if an institution is planning to introduce a degree program at a more advanced level than previously authorized (e.g., a master's level institution planning its first degree program at the doctoral level). An institution may not initiate a degree program at a more advanced level without prior approval from SACS. When an institution receives authorization for the Educational Planning Committee to plan a new degree program at a more advanced level than those previously authorized, a copy of General Administration's letter of authorization is sent to SACS and the chancellor of the institution is reminded to notify SACS. SACS may request additional information. The Commission on Colleges also requires prior notification and prior approval if an institution is adding a degree at the same level for which the institution is already accredited and the new program will result in a "significant modification in the nature and scope of the institution." The following procedures have been adopted to facilitate compliance with these policies and procedures.

The UNC Academic Program Inventory (API) classifies all university degree programs into 31 major discipline divisions. Each campus also has an inventory of authorized programs listed by discipline division and degree program title. Planning a program in a different discipline division than those currently authorized is interpreted as a potential substantive change. When an institution begins to plan a program in a new discipline division, a copy of the letter of authorization (if the program is at the doctoral or first professional level) is sent to SACS, and the chancellor of the institution must also notify SACS of the potential substantive change. If SACS interprets this as a significant modification, it may request additional information. The institution should inform General Administration of any communications from SACS regarding the substantive change policy as it relates to the planning of new programs, especially if it is determined that a program in a new discipline division constitutes a significant modification in the nature and scope of the institution.

#### **4. Establishing New Degree Programs**

Requests for authorization to establish a new degree program (Appendix C) may be submitted at any time after "notification of intent to plan" has been submitted for undergraduate and master's programs and after planning authorization has been granted for doctoral and first professional programs.

In general it is expected that funding to support new degree programs will be provided through a combination of internal reallocations, enrollment increase funds, and external grants.

Following review and (where appropriate) consideration by the Graduate Council, General Administration will make a decision whether to recommend approval of the program to the Committee on Educational Planning, Policies, and Programs and (through it) to the Board of Governors. In general, reviews will be completed within three to six months. Actual time will depend upon the quality of the proposal and the extent to which the proposal may need to be revised and resubmitted.

If the new program is at a more advanced level than those previously authorized for the institution General Administration's letter of authorization will be sent to the chancellor of the institution and the campus will also be reminded to notify SACS and to take the necessary measures to comply with its policies. If the new program is in a new discipline division and SACS has previously determined (upon being notified of authorization to plan) that this constitutes a significant modification in the nature and scope of the institution, a copy of General Administration's letter of authorization will be sent to the chancellor of the institution and the campus will be reminded to notify SACS and to take the necessary measures to comply with SACS policies.

After an institution receives authorization to establish a new degree program, it must submit two progress reports to General Administration. The first such report will cover the first one to two years of implementation, and the second report will cover the first three to four years of operation

of the program. Both reports will include information on the extent to which an institution has met projected enrollments and degrees conferred or any other issues relevant to the program's development. These reports will be submitted as a part of the institution's biennial long-range planning submission.

**5. Changing the Name or Degree Title of an Existing Degree Program**

Requests to change the name or title of an existing degree program, accompanied by an explanation of the reason for the proposed change, may be submitted to General Administration at any time.

**6. Changing the Classification of Instructional Program Code (CIP)**

Any change in the CIP Code for an authorized degree program requires General Administration approval. A joint committee from Finance and Academic Planning/Academic Affairs will review any proposals to change the CIP that would result in a change of funding category for the program.

**7. Discontinuing Academic Degree Programs**

Requests for authorization to discontinue a degree program may be made by letter from the chancellor to General Administration at any time, giving the effective date of discontinuation and explaining the reason for the request. General Administration will request the concurrence of the Committee on Educational Planning, Policies, and Programs and (through it) the approval of the Board of Governors. Students enrolled in discontinued degree programs must be allowed to complete their courses of study within a reasonable period of time. Notice of discontinuation of certificates may be submitted to General Administration at any time.

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1. Robert L. Morgan, E. Stephen Hunt, and Brenda Ashford (2002). Classification of Instructional Programs: 2000 Edition Washington: National Center for Education Statistics.

## **GUIDELINES FOR ALTERNATIVE, ONLINE, OR DISTANCE EDUCATION DELIVERY OF APPROVED DEGREE PROGRAMS**

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 and online 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-site and online delivery of degree-related instruction is growing as the University continues to respond to rising demands for educational access. These means allow the University to bring educational opportunity to many students who may find it difficult to relocate to a University campus.

The University launched the University of North Carolina Online on July 1, 2007 and that site lists more than 170 degree, certificate, and licensure programs that are offered by the constitute universities.

This policy statement and associated procedures are intended to ensure (1) that the academic standards of alternative, online, and off-site delivery of academic program are consistent with the standards for programs delivered 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, nor among distance education programs and programs delivered to resident students.

### **A. DISTANCE EDUCATION PROGRAMS AND SITE-BASED FACILITIES**

#### **1. Distance Education**

There are several terms used to describe instruction that is offered away from a campus, such as off-campus or off-site instruction, extension, distance education, e-learning, online, etc. Distance education will be understood to include off-campus instruction for credit (whether face-to-face, electronically mediated, or a combination of methodologies) whether a single course, a certificate program, or a degree program.

#### **2. Proposed Site**

For those programs that are site based, the proposed site will be the North Carolina county or counties in which the proposed site-based degree-related distance education course or program will be delivered. If the delivery site is outside North Carolina then the city and state or country of delivery should be identified.

#### **3. Proposed Site-based Facilities for Distance Delivery**

Any site-based facilities that will be used in distance delivery will need to be identified and described. The description should explain ownership of the facilities and the terms of use including the cost for use for educational delivery.



#### **4. Online Delivery of Programs**

Online delivery normally does not require sites or facilities away from the campus, but where they do a description of the site arrangements should be included.

#### **5. Identification of Students in Distance Learning Programs**

Programs offering distance education must have processes in place to assure that the student who registers for a distance education course or program is the same student who participates in and completes the program and receives the academic credit.

### **B. PRINCIPLES**

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

1. The General Administration is responsible for the authorization, coordination and monitoring of degree-related distance education activities in accordance with the governing policies, regulations, and guidelines, and procedures set forth in this statement. General Administration 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 (general and specialized) 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 General Administration.
4. The academic standards and quality of course and 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 and campus 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 General Administration as may be required to establish the activities.

### **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. 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 General Administration and it will be the institution's responsibility to provide this information to the COC of SACS.

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 General Administration. However, institutions should list these courses on their distance education web site.

The focus of UNC distance education efforts should be primarily at the upper division and graduate levels, and where feasible in collaboration with community colleges. Therefore, except under recognized circumstances (e.g., Independent Studies correspondence courses, iSchool courses for high school students, 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 lower division courses before proceeding to offer the courses 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 except as indicated above. Proposals to offer courses or programs through the Southern Regional Electronic Campus (SREC) will be coordinated through General Administration.

Institutions planning to offer a sequence of courses for certification, licensure, etc. off-campus should notify the General Administration in advance so that such information on these activities can be made accessible through an inventory and a web site maintained by the General Administration. 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.

Information about online courses will be made available through the University of North Carolina Online. Campuses wishing to list their online courses there should provide information about the courses in a timely fashion.

#### **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 away 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 General Administration. 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). Prior to the initiating of such programs current COC substantive change criteria should be reviewed.

## **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 General Administration. 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 distance 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, graduate centers, laboratories, etc., of other constituent institutions or other appropriate institutions such as community colleges 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) or first distance learning program at which students can earn at least 50 percent of an educational program; and
- b. Initiating a branch campus.

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, General Administration will notify the institution and the campus should notify the COC.

**COC Substantive Change Procedure Two** (prior notification) applies to:

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 COC Executive Director written notification (using the form in Appendix F) prior to implementation. UNC institutions also must submit Appendix G to General Administration.

**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 General Administration. The electronic form available on the UNC GA Academic Planning website should be used. The institution should also print a copy of this notification and submit it to the COC Executive Director with a cover letter to fulfill the written notification requirements of Substantive Change Procedures One and Two, or the campus may use its own form of notification to the COC. 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 (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.

**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 institution has determined that the program involves a COC Substantive Change Procedure One, Appendix G should also be sent by the institution to COC with a cover letter. Upon authorization of the program by UNC General Administration, UNCA GA will send an authorization letter to the institution with a copy to the COC Executive Director. 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 for the intended site(s), and the proposal must be reviewed by the Educational Planning Committee. 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 (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.

**Discontinuation of Degree-related Distance Education Programs:**

Institutions must notify General Administration 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 distance education program is not currently authorized, the institution must follow the policies, regulations, and guidelines for new academic program development.
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**

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.
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, if applicable, 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 faculty 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 Principles of Accreditation: Foundations for Quality Enhancement by 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.
- c. The facilities needed for distance delivery must be clearly identified and described and their use must be in compliance with legal requirement and BOG polices and regulations.

## **H. REVIEW CRITERIA**

In reviewing requests for authorization to initiate degree-related distance education programs, General Administration 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,
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, and
6. The absence of unnecessary duplication of the proposed program with other face-to-face or distance programs.

## **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 and electronic 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 Course Load Files, and the Course Grade Files provided to General Administration. 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.

#### **J. REPORTING RESPONSIBILITIES**

1. The General Administration 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, General Administration 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.

#### **K. PARTICIPATION OF CONSTITUENT INSTITUTIONS IN INTER-INSTITUTIONAL ARRANGEMENTS**

1. 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. General Administration 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. General Administration 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 and 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.

**APPENDIX A**

**UNIVERSITY OF NORTH CAROLINA**

**NOTIFICATION OF INTENT TO PLAN  
A NEW BACCALAUREATE OR MASTER'S PROGRAM**

THE PURPOSE OF ACADEMIC PROGRAM PLANNING: Planning a new academic 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 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 \_\_\_\_\_

Exact Title of the Proposed Program

\_\_\_\_\_

Exact Degree Abbreviation (e.g. B.S., B.A., M.A., M.S.): \_\_\_\_\_

Does the proposed program constitute a substantive change as defined by SACS? Yes \_\_\_\_\_ No \_\_\_\_\_

- a. Is it at a more advanced level than those previously authorized? Yes \_\_\_\_\_ No \_\_\_\_\_
- b. Is the proposed program in a new discipline division? Yes \_\_\_\_\_ No \_\_\_\_\_

Approximate date for submitting the Request to Establish proposal (must be within one year of the date of submission of notification of intent to plan):

\_\_\_\_\_

Proposed date to establish degree: *month* \_\_\_\_\_ *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.)

1. Describe the proposed new degree program. The description should include:
  - a. a brief description of the program and a statement of educational objectives
  - 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
  - c. the relationship of the proposed new program to other existing programs at the institution
  - d. special features or conditions that make the institution a desirable, unique, or appropriate place to initiate such a degree program.

2. List all other public and private institutions of higher education in North Carolina currently operating programs similar to the proposed new degree program.
3. Estimate the number of students that would be enrolled in the program during the first year of operation: *Full-Time* \_\_\_\_\_ *Part-Time* \_\_\_\_\_
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.
  - b. indicate any similar programs being offered off-campus in North Carolina by other institutions (public or private)
  - c. estimate the number of students that would be enrolled in the program during the first year of operation: *Full-Time* \_\_\_\_\_ *Part-Time* \_\_\_\_\_
5. List the names, titles, e-mail addresses and telephone numbers of the person(s) responsible for planning the proposed program.

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

**Chancellor** \_\_\_\_\_

**APPENDIX B**

**UNIVERSITY OF NORTH CAROLINA**

**REQUEST FOR AUTHORIZATION TO PLAN A NEW DOCTORAL OR  
FIRST PROFESSIONAL DEGREE PROGRAM**

THE PURPOSE OF ACADEMIC PROGRAM PLANNING: Planning a new academic 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. Authorization to plan and the planning activity to follow do not guarantee that authorization to establish will be granted. Requests (5 copies) may be submitted in accord with the schedule announced by General Administration. As of January 1, 2010 submission of proposals will be electronic.

Date: \_\_\_\_\_

**Constituent Institution:**

\_\_\_\_\_

CIP Discipline Specialty Title:

\_\_\_\_\_

CIP Discipline Specialty Number: \_\_\_\_\_ Level: D \_\_\_\_\_ 1<sup>st</sup> Prof. \_\_\_\_\_

Exact Title of the Proposed Program:

\_\_\_\_\_

Exact Degree Abbreviation (e.g. Ph.D., Ed.D.):

\_\_\_\_\_

Does the proposed program constitute a substantive change as defined by SACS? Yes \_\_\_\_\_ No \_\_\_\_\_

- a. Is it at a more advanced level than those previously authorized? Yes \_\_\_\_\_ No \_\_\_\_\_
- b. Is the proposed program in a new discipline division? Yes \_\_\_\_\_ No \_\_\_\_\_

Approximate date for submitting the Request to Establish the proposed program (must be within two years of date of authorization to plan):

\_\_\_\_\_

Proposed date to establish degree: *month* \_\_\_\_\_ *year* \_\_\_\_\_ (Date should allow at least three months for review of the request to establish, once submitted.)

1. Describe the proposed new degree program. The description should include:
  - a. a brief description of the program and a statement of educational objectives
  - 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
  - c. the relationship of the proposed new program to other existing programs at the institution
  - d. special features or conditions that make the institution a desirable, unique, or appropriate place to initiate such a degree program.

2. List all other public and private institutions of higher education in North Carolina currently operating programs similar to the proposed new degree program.
3. Estimate the number of students that would be enrolled in the program during the first year of operation: *Full-Time* \_\_\_\_\_ *Part-Time* \_\_\_\_\_; the number of students that would be enrolled in the program when it is fully operational: Full-Time \_\_\_\_\_ Part-Time \_\_\_\_\_.
4. Estimate the current and projected demand for graduates of the proposed new degree program. Provide documentation about the sources of data used to estimate demand.
5. 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.
  - b. indicate any similar programs being offered off-campus in North Carolina by other institutions (public or private)
  - c. estimate the number of students that would be enrolled in the program during the first year of operation: *Full-Time* \_\_\_\_\_ *Part-Time* \_\_\_\_\_
6. Describe the procedures to be used to plan the proposed program. List the names, titles, e-mail addresses and telephone numbers of the person(s) responsible for planning the proposed program.
7. Describe the method of financing the proposed new program (e.g., potential sources of funding) and indicate the extent to which additional state funding may be required.

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

**Chancellor** \_\_\_\_\_

**APPENDIX C**

**UNIVERSITY OF NORTH CAROLINA**

**REQUEST FOR AUTHORIZATION TO ESTABLISH A NEW DEGREE PROGRAM**

*INSTRUCTIONS: Please submit five copies of the proposal General Administration. Each proposal should include a 2-3 page executive summary. The signature of the Chancellor is required. Proposals will be submitted electronically after January 1, 2010.*

Date: \_\_\_\_\_

**Constituent Institution:**

\_\_\_\_\_

CIP Discipline Specialty Title:

\_\_\_\_\_

CIP Discipline Specialty Number: \_\_\_\_\_ Level: B \_\_\_\_ M \_\_\_\_ 1<sup>st</sup> Prof \_\_\_\_ D \_\_\_\_

Exact Title of the Proposed Degree:

\_\_\_\_\_

Exact Degree Abbreviation (e.g. B.S., B.A., M.A., M.S., Ed.D., Ph.D.):

\_\_\_\_\_

Does the proposed program constitute a substantive change as defined by SACS? Yes \_\_\_\_\_ No \_\_\_\_\_

- a. Is it at a more advanced level than those previously authorized? Yes \_\_\_\_\_ No \_\_\_\_\_
- b. Is the proposed program in a new discipline division? Yes \_\_\_\_\_ No \_\_\_\_\_

Proposed date to establish degree program (allow at least 3-6 months for proposal review: *month*  
\_\_\_\_\_ *year* \_\_\_\_\_)

Do you plan to offer the proposed program away from campus *during the first year of operation*?

Yes \_\_\_\_\_ No \_\_\_\_\_

If so, complete the form to be used to request establishment of a distance education program and submit it along with this request.

**I. DESCRIPTION OF THE PROGRAM**

- A. Describe the proposed degree program (i.e., its nature, scope, and intended audience).
- B. List the educational objectives of the program.
- C. Describe the relationship of the program to other programs currently offered at the proposing institution, including the common use of: (1) courses, (2) faculty, (3) facilities, and (4) other resources.

- D. Describe any explorations of collaborative offering of this program and the results of those explorations.

**II. JUSTIFICATION FOR THE PROGRAM-NARRATIVE STATEMENT**

- A. Describe the proposed program as it relates to:
  1. the institutional mission and strategic plan and response to UNC Tomorrow
  2. student demand
  3. societal need (For graduate, first professional, and baccalaureate professional programs, cite manpower needs in North Carolina and elsewhere.)
  4. impact on existing undergraduate and/or graduate academic programs of your institution. (e.g., Will the proposed program strengthen other programs? Will it stretch existing resources? How many of your programs at this level currently fail to meet Board of Governors' productivity criteria? Is there a danger of proliferation of low-productivity degree programs at the institution?)
- B. Discuss potential program duplication and program competitiveness.
  1. Identify similar programs offered elsewhere in North Carolina. Indicate the location and distance from the proposing institution. Include a) public and b) private institutions of higher education.
  2. Indicate how the proposed new degree program differs from other programs like it in the University. If the program duplicates other UNC programs, explain a) why is it necessary or justified and b) why demand (if limited) might not be met through a collaborative arrangement (perhaps using distance education) with another UNC institution. If the program is a first professional or doctoral degree, compare it with other similar programs in public and private universities in North Carolina, in the region, and in the nation.
- C. Enrollment (baccalaureate programs should include only upper division majors, juniors and seniors).

Headcount enrollment

Show a five-year history of enrollments and degrees awarded in similar programs offered at other UNC institutions (using the format below for each institution with a similar program); indicate which of these institutions you consulted regarding their experience with student demand and (in the case of professional programs) job placement. Indicate how their experiences influenced your enrollment projections.

Institution:

---

Program Title:

---

	(year)	(year)	(year)	(year)	(year)
Enrollment					
Degrees-awarded					

Use the format in the chart below to project your enrollment in the proposed program for four years and explain the basis for the projections:

	Year 1 (19__-__)	Year 2 (19__-__)	Year 3 (19__-__)	Year 4 (19__-__)
Full-time				
Part-time				
<b>TOTALS</b>				

Please indicate the anticipated steady-state headcount enrollment after four years:  
 Full-time \_\_\_\_\_ Part-time \_\_\_\_\_ Total \_\_\_\_\_

SCH production (upper division program majors, juniors and seniors *only*, for baccalaureate programs).

Use the format in the chart below to project the SCH production for four years. Explain how SCH projections were derived from enrollment projections (see UNC website for a list of the disciplines comprising each of the four categories).

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		
--------	----------------------	--	--



<b>Program Category</b>	<b>UG</b>	<b>Masters</b>	<b>Doctoral</b>
Category I			
Category II			
Category III			
Category IV			

<b>Year 4</b>	<b>Student Credit Hours</b>		
<b>Program Category</b>	<b>UG</b>	<b>Masters</b>	<b>Doctoral</b>
Category I			
Category II			
Category III			
Category IV			

### III. PROGRAM REQUIREMENTS AND CURRICULUM

- A. Program Planning.
  1. List the names of institutions with similar offerings regarded as high quality programs by the developers of the proposed program.
  2. List other institutions visited or consulted in developing this proposal. Also discuss or append any consultants' reports, committee findings, and simulations (cost, enrollment shift, induced course load matrix, etc.) generated in planning the proposed program.
- B. Admission. List the following:
  1. Admissions requirements for proposed program (indicate minimum requirements and general requirements).
  2. Documents to be submitted for admission (listing or sample).
- C. Degree requirements. List the following:
  1. Total hours required. Major. Minor.
  2. Proportion of courses open only to graduate students to be required in program (graduate programs only).
  3. Grades required.
  4. Amount of transfer credit accepted.
  5. Other requirements (e.g. residence, comprehensive exams, thesis, dissertation, clinical or field experience, "second major," etc.).
  6. Language and/or research requirements.
  7. Any time limits for completion.
- D. List existing courses by title and number and indicate (\*) those that are required. Include an explanation of numbering system. List (under a heading marked "new") and describe new courses proposed.

**IV. FACULTY**

- A. List the names of persons now on the faculty who will be directly involved in the proposed program. Provide complete information on each faculty member's education, teaching experience, research experience, publications, and experience in directing student research, including the number of theses and dissertations directed for graduate programs. The official roster forms approved by SACS can be submitted rather than actual faculty vita.
- B. Estimate the need for new faculty for the proposed program over the first four years. If the teaching responsibilities for the proposed program will be absorbed in part or in whole by the present faculty, explain how this will be done without weakening existing programs.
- C. If the employment of new faculty requires additional funds, please explain the source of funding.
- D. Explain how the program will affect faculty activity, including course load, public service activity, and scholarly research.

**V. LIBRARY**

- A. Provide a statement as to the adequacy of present library holdings for the proposed program.
- B. State how the library will be improved to meet new program requirements for the next five years. The explanation should discuss the need for books, periodicals, reference material, primary source material, etc. What additional library support must be added to areas supporting the proposed program?
- C. Discuss the use of other institutional libraries.

**VI. FACILITIES AND EQUIPMENT**

- A. Describe facilities available for the proposed program.
- B. Describe the effect of this new program on existing facilities and indicate whether they will be adequate, both at the commencement of the program and during the next decade.
- C. Discuss any information technology services needed and/or available.
- D. Discuss sources of financial support for any new facilities and equipment.

**VII. ADMINISTRATION**

Describe how the proposed program will be administered, giving the responsibilities of each department, division, school, or college. Explain any inter-departmental or inter-unit administrative plans. Include an organizational chart showing the "location" of the proposed new program.

**VIII. ACCREDITATION**

Indicate the names of all accrediting agencies normally concerned with programs similar to the one proposed. Describe plans to request professional accreditation. If the proposed new degree program is at a more advanced level than those previously authorized or if it is in a new discipline division, was SACS notified of a potential "substantive change" during the planning process? If so, describe the response from SACS and the steps that have been taken to date with reference to the applicable procedure.

**IX. SUPPORTING FIELDS**

Are other subject-matter fields at the proposing institution necessary or valuable in support of the proposed program? Is there needed improvement or expansion of these fields? To what extent will such improvement or expansion be necessary for the proposed program?

**X. ADDITIONAL INFORMATION**

Include any additional information deemed pertinent to the review of this new degree program proposal.

**XI. BUDGET**

Provide estimates (using the attached form) of the additional costs required to implement the program and identify the proposed sources of the additional required funds. *Use SCH projections (section II.C.) to estimate new state appropriations through enrollment increase funds.* Prepare a budget schedule for each of the first four years of the program, indicating the account number and name for all additional amounts required. Identify EPA and SPA positions immediately below the account listing. New SPA positions should be listed at the first step in the salary range using the SPA classification rates currently in effect. Identify any larger or specialized equipment and any unusual supplies requirements.

For the purposes of the second and third year estimates, project faculty and SPA position rates and fringe benefits rates at first year levels. *Include the continuation of previous year(s) costs in second and third year estimates.*

Additional state-appropriated funds for new programs may be limited and in recent years have been almost non-existent. Except in exceptional circumstances, institutions should request such funds for no more than three years (e.g., for start-up equipment, new faculty positions, etc.), at which time enrollment increase funds should be adequate to support the new program. Therefore it will be assumed that requests (in the "New Allocations" column of the following worksheet) are for one, two, or three years unless the institution indicates a continuing need and attaches a compelling justification. However, funds for new programs are more likely to be allocated for limited periods of time if available at all.

*[Form continues on next page.]*

**SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM**

INSTITUTION \_\_\_\_\_ DATE \_\_\_\_\_

Program (CIP, Name, Level) \_\_\_\_\_

Degree(s) to be Granted \_\_\_\_\_ Program Year \_\_\_\_\_

**ADDITIONAL FUNDS REQUIRED - BY SOURCE**

	Reallocation of Present Institutional Resources	Enrollment Increase Funds	Federal (Identify)	Other (Identify)	New Allocations	Total
<b>101 Regular Term Instruction</b>						
1210 SPA Regular Salaries (Identify positions)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)
1310 EPA Academic Salaries	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)
1810 Social Security	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
1820 State Retirement	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
1830 Medical Insurance	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____	\$ _____
2000 Supplies and Materials (Identify)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)
3000 Current Services (Identify)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)
4000 Fixed Charges (Identify)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)
5000 Capital Outlay (Equipment)(Identify)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)	\$ _____ (_____) (_____)

( ) ( ) ( ) ( ) ( )

TOTAL - Regular Term Instruction \$ \_\_\_\_\_ \$ \_\_\_\_\_ \$ \_\_\_\_\_ \$ \_\_\_\_\_ \$ \_\_\_\_\_

**151 Libraries**

(Identify accounts) \$ \_\_\_\_\_ \$ \_\_\_\_\_ \$ \_\_\_\_\_ \$ \_\_\_\_\_ \$ \_\_\_\_\_  
 ( ) ( ) ( ) ( ) ( )  
 ( ) ( ) ( ) ( ) ( )  
 ( ) ( ) ( ) ( ) ( )  
 ( ) ( ) ( ) ( ) ( )

TOTAL - Libraries \$ \_\_\_\_\_ \$ \_\_\_\_\_ \$ \_\_\_\_\_ \$ \_\_\_\_\_ \$ \_\_\_\_\_

**TOTAL ADDITIONAL COSTS** \$ \_\_\_\_\_ \$ \_\_\_\_\_ \$ \_\_\_\_\_ \$ \_\_\_\_\_ \$ \_\_\_\_\_

Note: Accounts may be added or deleted as required.

**XII. EVALUATION PLANS**

All new degree program proposals must include an evaluation plan which includes: (a) the criteria to be used to evaluate the quality and effectiveness of the program, (b) measures to be used to evaluate the program, (c) expected levels of productivity of the proposed program for the first four years of operation (number of graduates), (d) the names, addresses, e-mail addresses, and telephone numbers of at least three persons (six reviewers are needed for graduate programs) qualified to review this proposal and to evaluate the program once operational, and (e) the plan and schedule to evaluate the proposed new degree program prior to the completion of its fifth year of operation once fully established.

**PROGRAM EVALUATION FORMAT**

- A. Criteria to be used to evaluate the proposed program:
- B. Measures to be used to evaluate the program:
- C. Projected productivity levels (number of graduates):

<u>Level</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>TOTALS</u>
B	_____	_____	_____	_____	_____
M	_____	_____	_____	_____	_____
I/P	_____	_____	_____	_____	_____
D	_____	_____	_____	_____	_____

(Key: B-Bachelor's, M-Master's, I/P-Intermediate or Professional, D-Doctoral)

- D. Recommended consultant/reviewers: Names, titles, addresses, e-mail addresses, and telephone numbers. May not be employees of the University of North Carolina.
- E. Plan for evaluation prior to fifth operational year.

**XIII. REPORTING REQUIREMENTS**

Institutions will be expected to report on program productivity after one year and three years of operation. This information will be solicited as a part of the biennial long-range planning revision.

Proposed date of initiation of proposed degree program:

---

This proposal to establish a new degree program has been reviewed and approved by the appropriate campus committees and authorities.

**Chancellor:**

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**APPENDIX D**

**UNIVERSITY OF NORTH CAROLINA**

**REQUEST FOR AUTHORIZATION TO DISCONTINUE A DEGREE PROGRAM**

Date: \_\_\_\_\_

Constituent Institution: \_\_\_\_\_

CIP Discipline Specialty Title: \_\_\_\_\_

CIP Discipline Specialty Number: \_\_\_\_\_ Level: B \_\_\_\_\_ M \_\_\_\_\_ I \_\_\_\_\_ D \_\_\_\_\_

Title of Authorized Program: \_\_\_\_\_ Degree Abbreviation: \_\_\_\_\_

Date of Proposed Discontinuation: month \_\_\_\_\_ year \_\_\_\_\_

Does the discontinuation of the program involve the discontinuation of an off-site or online delivery of the program? Program \_\_\_\_\_ Site or Online \_\_\_\_\_

If the program to be discontinued is offered at off-campus sites, please list them.

- (1) \_\_\_\_\_  
(city) (county) (state)
- (2) \_\_\_\_\_  
(city) (county) (state)
- (3) \_\_\_\_\_  
(city) (county) (state)

Explain why the program is being discontinued. If the program addresses high priority needs, how will those needs be addressed by other programs? Describe steps to be taken to allow students enrolled in the program to complete their courses of study.

**Consequences of Discontinuation**

How many faculty members will be reassigned?

How many staff will be reassigned?

How many EPA non-faculty will be reassigned?

How many faculty, staff, or EPA non-faculty will be discontinued?

How much funding is to be reallocated based on this discontinuation?

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

Signature of Chancellor (or designee): \_\_\_\_\_

**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 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., online, videocassette, etc.)? Y \_\_\_\_\_

N \_\_\_\_\_

If "yes," primary mode of delivery:

\_\_\_\_\_

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

_____	_____	_____
<i>(city)</i>	<i>(county)</i>	<i>(state)</i>
_____	_____	_____
<i>(city)</i>	<i>(county)</i>	<i>(state)</i>
_____	_____	_____
<i>(city)</i>	<i>(county)</i>	<i>(state)</i>

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

\_\_\_\_\_

Substantive change must be reported to the Commission on Colleges of SACS using either the Procedure 1 (report and approval) or Procedure 2 (report) protocol. Which one will apply may depend on the current programs already approved by the Commission on Colleges for the campus.



Site-based (where instructor is present):

Is the institution initiating instruction where student may earn more than 25% and less 50% of credits toward a degree at an off-campus site ? (Procedure 2) Yes \_\_\_\_\_ No \_\_\_\_\_

Is the institution initiating an (additional) off-campus site at which students may earn 50% or more of an educational program? (Procedure 1) Yes \_\_\_\_\_ No \_\_\_\_\_

Is the institution adding significantly different degree programs at a currently approved site? (Procedure 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? (Procedure 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? (Procedure 2) Yes \_\_\_\_\_ No \_\_\_\_\_

Is the institution adding a significantly different program from previously reported programs offered via technology-based instruction? (Procedure 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 online, are any other UNC institutions offering a similar online program?
4. Briefly describe the arrangements for facilities for off-campus programs.
5. 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.

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

**APPENDIX G**

**THE UNIVERSITY OF NORTH CAROLINA**

**REQUEST FOR AUTHORIZATION TO ESTABLISH A NEW DISTANCE  
EDUCATION DEGREE PROGRAM OR SITE  
(THROUGH WHICH 50% OR MORE OF A DEGREE PROGRAM IS PROVIDED)**

**INSTRUCTIONS:** Fill in the appropriate blanks and expand the electronic version of this form as required to include other more extensive information. Please submit three copies of the proposal to General Administration. As of January 1, 2010 submission of proposals will be electronic.

Date: \_\_\_\_\_

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., online, videocassette)? Y \_\_\_\_\_ N \_\_\_\_\_

If "yes," primary mode of delivery: \_\_\_\_\_

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

(1) \_\_\_\_\_  
*(city)* \_\_\_\_\_ *(county)* \_\_\_\_\_ *(state)* \_\_\_\_\_

\_\_\_\_\_  
*(street address)*

(2) \_\_\_\_\_  
*(city)* \_\_\_\_\_ *(county)* \_\_\_\_\_ *(state)* \_\_\_\_\_

\_\_\_\_\_  
*(street address)*

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

List any other UNC institutions that offer similar programs in the same location (if requesting a site-based program) or a similar program online or by individual access (if requesting an individual access program):

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

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

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

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

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

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

1. **Abstract** (limit to one page or less)  
Describe the proposed change; its location; initial date of implementation; projected number of students; description of primary target audience; projected life of the program (single cohort [indicate number of years] or ongoing); and instructional delivery methods.
  
2. **Background information**  
Provide a clear statement of the nature and purpose of the change in the context of the institution's mission, goals, and strategic plan; evidence of the legal authority for the change (*to be provided by UNC General Administration in authorization letter*).
  
3. **Assessment of need and program planning/approval**  
Discuss the rationale for the change, including intended audience and an assessment of need (*include results of surveys or special studies*), evidence of inclusion of the change in the institution's ongoing planning and evaluation processes; and documentation that faculty and other groups were involved in the review and approval of the new site or program.

Provide projected annual headcount 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 \_\_\_\_\_

Projected total SCHs (all sites):

<b>Year 1</b>	<b>Student Credit Hours</b>		
<b>Program Category</b>	<b>UG</b>	<b>Master's</b>	<b>Doctoral</b>
Category I			
Category II			
Category III			
Category IV			

<b>Year 2</b>	<b>Student Credit Hours</b>		
<b>Program Category</b>	<b>UG</b>	<b>Master's</b>	<b>Doctoral</b>
Category I			
Category II			
Category III			
Category IV			

<b>Year 3</b>	<b>Student Credit Hours</b>		
<b>Program Category</b>	<b>UG</b>	<b>Master's</b>	<b>Doctoral</b>
Category I			
Category II			
Category III			
Category IV			

<b>Year 4</b>	<b>Student Credit Hours</b>		
<b>Program Category</b>	<b>UG</b>	<b>Master's</b>	<b>Doctoral</b>
Category I			
Category II			
Category III			
Category IV			

4. Description of the substantive change (as required by SACS)

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

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

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

5. Faculty and support staff

Please 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 number of faculty members are assigned to support the program;

Impact of the initiative on faculty workload; and

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

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

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.

*For off-campus facilities:*

Name of the agency or organization that is providing the space.

Rental, lease, or other arrangements involved in obtaining use of this space including rates.

Describe any agreements or understandings with the organization providing the space.

8. Financial support

Describe financial resources to support the change, including the budget for the first year of the proposed program. Include projected revenues (including tuition and fees receipts, state appropriations based on projected SCHs, grants, etc.) and expenditures, as well as amount of resources going to institutions or organizations for contractual or support services.

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

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

\_\_\_\_\_.

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

\_\_\_\_\_.

If a site-based degree program is to be offered out of state, a more detailed justification is required. Please provide the rationale for offer the program out-of-state and the how resources will be secured to support the program, and indicate whether any State-supported resources will be used in the program.

9. Evaluation and assessment

Describe the means used by the institution to monitor and ensure the quality of the degree program and off-campus site(s).

Summarize procedures for systematic evaluation of instructional results, including the process for monitoring and evaluating programs at the new site, as well as using the results of evaluation to improve institutional programs, services, and operations.

In accordance with accreditation requirements, the institution will ensure that the student who registers in a distance education course or program is the same student who participates in and completes the program and receives the academic credit.

10. Attachments

Attachments may include items such as (1) vitae of key faculty; (2) selected letters of support; (3) copies of library and other cooperative agreements, etc.

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

---

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

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

**APPENDIX I**

**UNIVERSITY OF NORTH CAROLINA  
DISTANCE EDUCATION DEGREE PROGRAM ONLINE  
OR SITE DISCONTINUATION FORM**

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., online, 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 or online 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)*

---

**Consequences of Discontinuation**

- How many faculty members will be reassigned?
- How many staff will be reassigned?
- How many EPA non-faculty will be reassigned?
- How many faculty, staff, or EPA non-faculty will be discontinued?

Amount of funds reallocated for each discontinuation.  
Amount of funds reduced for each discontinuation.

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

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



**APPENDIX J**

**UNIVERSITY OF NORTH CAROLINA**

**REQUEST FOR AUTHORIZATION TO PARTICIPATE IN AN  
INTER-INSTITUTIONAL ARRANGEMENT**

INSTRUCTIONS: Three copies are to be submitted to the General Administration prior to implementation of an inter-institutional 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.
3. Provide the rationale for entering into the contract or the consortium and an assessment of need. Indicate the extent of course sharing and the use of shared courses in degree programs.
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.

8. Provide the name, title, and address of the person authorized to respond to any questions.

Chancellor: \_\_\_\_\_

Chancellor: \_\_\_\_\_

Chancellor: \_\_\_\_\_

Chancellor: \_\_\_\_\_  
(add lines as needed)