REVISED

COMMITTEE: Educational Policies and Planning Committee

MEETING DATE: 4 March 2016

PERSON PRESIDING: Chaney

REGULAR MEMBERS IN ATTENDANCE: Bowler, Chaney, Das, Duffy, Stellwag, Sugar

EX-OFFICIO MEMBERS IN ATTENDANCE: Kain, Pagliari, Reaves


Call to Order: 1:02 p.m.

ACTIONS OF MEETING

Agenda Item 1: Review of 12 February, 2016 EPPC meeting minutes

Discussion: None

Action Taken: Approved as revised

Agenda Item 2: Request to approve Appendix G: Request for Authorization to Establish a New Distance Education Degree Program – Master of School Administration (MSA) Unit: Department of Educational Leadership Representative: Art Rouse, Marjorie Ringler

Discussion: Professor Ringler described the proposal to move the existing Master of School Administration (MSA) to a distance education format beginning in summer 2016 so that the program would be delivered online 60% of the time and all of the face-to-face meetings off campus would be held at a SACSOC approved site. There would be four initial cohorts of 18 students in each cohort, located in Craven, Wilson, Wake, and Wayne counties. The faculty will visit each of the off-campus sites on a monthly basis. Ringler noted that the intended audience is K-12 teachers who aspire to school-level leadership roles, and currently work full time and would be able to enroll as part-time graduate students. In the distance education format, prospective students in rural areas would have access that is otherwise unattainable, since they are unable to attend class on campus. In fall and spring, SabaMeeting is a web conferencing platform that would provide a virtual classroom using live and recorded sessions, enabling faculty and students to attend class “live” from anywhere they have access to an Internet connection. There are no new courses being created, and the existing faculty will participate in the
online MSA program. Ringler stated that expenses for maintaining cohorts off campus at different sites are within bounds.

The committee commended the Department of Educational Leadership in its planning of the program. It also requests that the department explain more fully the hybrid nature of the program and focus more on the strengths of the faculty and the funding sources for the program.

**Action Taken:** Approved

**Assigned additional duties to:** N/A

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**Agenda Item 3:** Request to approve a new Graduate Certificate: Behavior Specialist

Unit: Department of Special Education, Foundations and Research

Representative: Kathi Wilhite

**Discussion:** Professor Wilhite described the development of the request and the goals of the proposed program. This program initiative was the result of conversations with teachers, administrators and other school personnel. The department developed a Qualtrics needs assessment survey and disseminated it statewide to a broad group of school-based respondents, with a very positive response. Target candidates for the behavior specialist certificate include general education and special education teachers, paraprofessionals, administrators, program directors, social workers, school counselors and psychologists, and group home professionals who will deal with behavior problems in others, whether or not they have been specifically identified or labeled as having behavior issues. The department currently has a degree that is concerned with students with more severe disabilities. The proposed online program will have no budgetary impacts. Redistribution of teaching loads allow for adequate coverage. Graduate faculty with background and experience in working with individuals with behavioral challenges, evidence-based interventions and supports, and collaboration across school and community will be available to teach the proposed courses.

The committee commended the department on a well-written proposal that demonstrates the need for such education and training.

**Action Taken:** Approved

**Assigned additional duties to:** N/A

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**Agenda Item 4:** Request to approve a new Concentration: Master of Arts in Education Special Education (MAEd SPED) Intellectual Disabilities Concentration

Unit: Department of Special Education, Foundations and Research

Representative: Sandra Warren, Kathi Wilhite
Discussion: Professor Wilhite described the proposed concentration and its positive effect on graduate programs in Special Education. The department is proposing to add a new concentration in Intellectual Disabilities (ID) to the existing Master of Arts in Special Education umbrella degree. The MAEd SPED ID standalone degree was discontinued in spring 2015 due to its status as a low-productivity program. Expanding the MAED SPED umbrella degree to include ID is a significant focus for special educators as they work with learners with mild to moderate intellectual disabilities. Such advanced level training offers discipline-specific training in working with these learners. The courses for this new concentration already exist. Faculty are already available to teach these courses. It is believed that students coming out of the new concentration will be interested in the graduate certificate degree, mentioned above.

Action Taken: Approved

Assigned additional duties to: N/A

Agenda Item 5: Request to approve the Discontinuation of the Graduate Certificate: Community Health Administration
Unit: Department of Health Services and Information Management
Representative: Xiaoming Zeng

Discussion: Professor Zeng explained that this certificate was originally created for students to qualify for licensure in a position that no longer exists, and few students are now attracted to the program. No course will be eliminated because these courses are taught on a regular basis for other academic programs. The impact of this discontinuation on other department programs is minimal.

Action Taken: Approved

Assigned additional duties to: N/A

Agenda Item 6: Request to approve the Consolidation of Existing Degrees BFA in Dance Performance and BFA in Dance Education; Discontinuation of Existing Degrees BFA in Dance Performance and BFA in Dance Education; Proposal of New Concentrations Performance and Choreography, and Dance Education
Unit: Department of Dance Performance and Dance Education
Representative: Marissa Nesbit, John Dixon

Discussion: Professor Nesbit discussed the background for this action and the benefits that consolidation will bring to the BFA in Dance Performance and Education. She pointed out that students take many of these classes together while students at some universities have multiple concentrations in one degree. Focusing on the single degree also helps the faculty get students through the Dance, K-12 licensure process. The discontinuation of stand alone degrees is partly in response to the 2014 UNC-GA productivity review of Dance Education. The Department is also moving toward
accreditation by the National Association of Schools of Dance (NASD). Consolidating the two existing degree programs will allow the catalog to more accurately reflect the way the programs function in practice and will enable the enrollment and graduation numbers to accurately reflect the productivity of our unit as a whole. The consolidation of Dance Performance and Dance Education into one concentration, the discontinuation of Dance Performance and Dance Education as stand alone BFA degrees, and the addition of two new BFA concentrations in Performance and Choreography and in Dance Education will address the need for coursework in dance kinesiology (previously not included in our program), the need for a greater percentage of credit hours in the degree to represent courses in dance, and the need for the strongest possible preparation through dance studio experiences, which NASD deems “of prime importance in the preparation of students for professional careers in dance.”

Action Taken: Approved

Assigned additional duties to: N/A

Agenda Item 7: Request to approve the Discontinuation of Existing Concentration: M.A.T., Health Education
Unit: Department of Health Education and Promotion
Representative: Michele Wallen

Discussion: Professor Wallen pointed out that the M.A.T. Health Education Concentration has low enrollment. With the recent closure of the B.S. in School Health Education (initial licensure program) within two years, faculty currently supporting teacher preparation will shift teaching and advising responsibilities to support other programs in the Department. All six students currently in the concentration will finish their requirements for graduation by spring 2017.

Action Taken: Approved

Assigned additional duties to: N/A

Agenda Item 8: Request to approve a degree title change from Master of Science in Technology Systems to Master of Science in Technology Management; and discontinuation of Existing Graduate Concentrations
Unit: Department of Technology Systems
Representatives: Kanchan Das, Merwan Mehta, Tijjani Mohammed

Discussion: Professor Das described the proposed revisions to the Master of Science in Technology Systems. The change in name of the MS degree program from Technology Systems to Technology Management is in response to the focused efforts of the program’s accrediting agency, the Association for Technology, Management and Applied
Engineering (ATMAE), to move in the direction of technology management from technology systems. Other programs with MS degrees in technology and technology systems have changed their emphasis and name to Master’s in Technology Management to reflect ATMAE’s new direction. Professor Mehta pointed out that the Department of Technology Systems is part of the PhD consortium headed by Indiana State University, which bestows the degree of PhD in Technology Management. Having a program in Technology Management at the master’s level will create a pipeline leading into our department’s and the consortium’s PhD program in Technology Management.

After study and analysis of similar programs accredited by ATMAE, and after discussion with ATMAE experts, the faculty have decided that it is best to eliminate concentrations in Manufacturing Systems, Quality Systems, Industrial Distribution and Logistics, and Performance Improvement and have a single MS degree with a core set of courses and electives. This will provide more flexibility for scheduling of courses, better use of faculty, and a quicker movement of students through the program. Students will be more competitive for the management positions while the emphasis in systems is more in line with engineering goals and concerns. The Department of Management at ECU supports this process. No change in CIP code will be required.

**Action Taken:** Approved

Assigned additional duties to: N/A

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**Agenda Item 9:** Request to approve the Proposal of New Concentration (MS in Geography): Professional Science Master’s in Geographic Information Science

**Unit:** Department of Geography, Planning and Environment

**Representative:** Burrell Montz

**Discussion:** Professor Montz described the justification and details for the proposed new concentration in the MS in Geography, called Professional Science Master’s in Geographic Information Science. The new concentration would enable students to pursue advanced training in geography and geospatial technologies while simultaneously developing professional skills valued by employers. It is modeled on recommendations by the National Professional Science Master’s Association (NPSMA). We will apply for membership in NPSMA in order to be a part of the national PSM degree program network and use the NPSMA logo on our website and promotional materials. In the unlikely event that our new program is not approved by NPSMA, this will not impact the content of the concentration being proposed here. The degree requirements for the PSM concentration include the same core courses as for the MS in Geography (GEOG 6100 - History and Philosophy of Geography and GEOG 6110 - Research Design in Geography, and a research methods course) and will also require 15 s.h in the area of concentration (GIS courses). In addition, 9 s.h. of courses that fulfill the professional skills component – referred to as PLUS courses – are required. Students will be able to choose one of four options (Logistics, Management Information Systems, Marketing, or Public Administration). Geographic Information Science is a growing field and our department
already has a strong program in this area, and there is a good employment market for this new MS concentration.

**Action Taken:** Approved

**Assigned additional duties to:** N/A

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**Agenda Item 10:** Request to approve a New Graduate Certificate: Student Affairs in Higher Education  
**Unit:** Department of Interdisciplinary Programs - Adult Education  
**Representative:** Steven Schmidt

**Discussion:** Professor Schmidt discussed the purpose and development of the proposed new graduate Certificate in Student Affairs in Higher Education. The certificate will provide a graduate-level credential to student affairs professionals (and those who aspire to careers in student affairs). The focus of the coursework is on the preparation of knowledgeable and proficient practitioners who are committed to student success and development, and can work as leaders and change agents within their institutions and within society at large. The development of this certificate represents a successful collaboration between the Adult Education Program, the Counselor Education Program, and the ECU Division of Student Affairs. Many student affairs-related organizations are placing increasingly more emphasis on student affairs professionals obtaining graduate-level certificates and degrees in their disciplines.

The proposed certificate will provide student affairs professionals (current and future) with the education and discipline-related knowledge and skills necessary to continually improve their efficiency and effectiveness in the field of student affairs.

The certificate is 15 student credit hours (five courses) of which 9 student credit hours (three courses) are required or core courses. The three required or core courses in the certificate program are all currently being taught in regular rotation, so there will be no extra selections of courses required. Faculty are already available to teach such courses, although the department does not have an undergraduate program. Schmidt noted that there are no other such programs in North Carolina and the greater region. He pointed out that the student affairs courses developed by the department have become very popular, and the department did not expect such high demand for them.

The committee requests that the department better document the demand for this program through surveys and not only anecdotal evidence. The department should also provide a letter of support from the administration and document more completely the lack of a program in the region.

**Action Taken:** Approved

**Assigned additional duties to:** N/A
Agenda Item 11: Program Review revision response for the Department of Mathematics, Science and Instructional Technology Education (MSITE)
Unit: Department of Mathematics, Science and Instructional Technology Education (MSITE)
Representative: Abbie Brown, Grant Hayes
EPPC Primary Reviewers: Das and Stellwag

Discussion: Professor Brown talked about the initiatives that the department has taken in its responses to the 2013 Unit Academic Program review of MSITE, providing more information and details of these initiatives than in the previous November 13 meeting of EPPC. He responded to questions about the department’s interest in a doctoral program, recognizing that faculty of the three programs in MSITE are considering starting doctoral programs in the near future and have identified faculty who would lead this effort.

The committee commended Dr. Brown on the quality of his report.

Action Taken: Approved

Assigned additional duties to: N/A

Announcements/ Updates

Academic Program Development

Dr. Reaves announced that presentations for request for inclusion on the academic program plan will be held in Willis Building on March 29. Additional information is forthcoming.

The meeting adjourned at 2:25 p.m.

NEXT MEETING:

Friday, April 8 at 1:00 p.m. 142 Rawl Annex.