

COMMITTEE MINUTES: Educational Policies and Planning Committee

MEETING DATE: April 12, 2013

REGULAR MEMBERS IN ATTENDANCE: Salman Abdulali, Kanchan Das, John Kenney, David Smith, Ed Stellwag, Joseph Thomas

EX-OFFICIO MEMBERS IN ATTENDANCE: George Bailey, Linner Griffin, Thomas McConnell, Mark Sprague

MEMBERS ABSENT: Deedee Glascoff, Anthony Overton, Leigh Patterson, Jeff Popke

Others present: School of Communication: Deb Thomson, Laura Prividera; College of Education: Louis Warren, Jamin Carson; Department of English: Michelle Eble; Geography: Jerry Weitz; School of Social Work: Shelia Bunch; College of Business: Paul Schwager; Provost's Office: Austin Bunch; Academic Advising: Jayne Geissler; and Lori Lee.

AGENDA ITEM: Consider request for permission to plan MA in Communication-distance education degree program.

Presenters: Deb Thomson and Laura Prividera.

The idea for the DE program was suggested several years ago as a way to reach working individuals and people living outside of Pitt County. Internal funding two years ago from the Provost's Office allowed them to explore the option. After completing a feasibility study, they delivered courses DE last year as a trial. They offered two classes online one summer, and a couple since then. The courses were well populated, with students from the MPH program and health disciplines. The PPC report identified the MA in Communication as "invest." The program is unique in North Carolina, and they just hired a colleague in DE. They have gotten authorization to hire yet another person for DE.

Discussion. How many health communication DE programs are there? There seem to be a lot. How is the program different from those offered at other universities? For one thing, residents of NC would be able to pay in-state tuition because there is not another program like ours in N.C. UNC-CH has one in medical journalism. Students getting competencies in communication, media, organization, also have focus in health (12 hours). Overall degree is 30 hours, with 12 hours in Communication. Target audience is primarily working individuals in state, for whom F2F courses are not a viable option. The F2F and DE Programs are the same. We're just making it DE. *I didn't hear need for DE. I didn't see evidence for it. Just because you're unique doesn't mean there's a need, right?* The feasibility study indicated a need. Also to consider: communication programs have exploded in recent years. There are some undergrad programs with health focus, but the field is growing quickly; it's relatively new, even in F2F. Even faculty with graduate degrees in Communications may have had only one or two courses in it.

What were the parameters for doing these interviews with the 182 people (feasibility study). Who were they? Feasibility study director talked to many people, including alumni and working professionals, and she looked also into other programs. Her sample was diverse. The group may have been convenient, but she was trying to get feedback from various constituencies. *How do you intend to deliver DE? Would you run the F2F/DE programs parallel or separately?* Separately. *Could a student transfer from F2F to DE?* Yes, but I doubt that would happen. *Have you looked into a*

previously raised concern regarding a need for experts in DE delivery of the content? Yes, our recent hire and anticipated hire will help. Of course, we need some experts in communication, but experts in changing health care environment are also needed. Actually it's the concern that there would be more of a need than expected because of the Affordable Health Care Act. We don't have it all ironed out yet but we're working on those collaborative efforts.

Action Taken: Motion to grant permission to plan MA in Communications distance education degree program. First: Sprague; Second: Thomas. The motion was approved unanimously.

AGENDA ITEM: Consider request for permission to plan MA Ed Middle Grades Education and MA Ed Elementary Education distance education degree program.

Presenters: Louis Warren, Jamie Carson.

Program has been online for a while. They are 36 hour programs. Six hours are action-research project. Some colleagues believe it's best to do the action-research project on campus. Even so, approximately half of those 6 hours were being completed online. ECU was a pioneer in distance ed. in state. Presently, ECU's program in Middle Grades is losing students to U of Phoenix and others out-of-state. Students went to them because they were online programs. Students do shop around and ask which programs you have that are totally online? The Reading program did this a few years ago and their program has grown.

Discussion: What about courses that are required but are not in your program?

Those courses are online. We can also substitute. *What about the course in math that is required, but the prefix is wrong?* That's being corrected. Unfortunately we don't have many focusing in math education. *Are you envisioning poaching from U of Phoenix?* ECU needs to give students an option to study in N.C. Moreover, taking the course online from ECU would be far less expensive than taking it from U of Phoenix. *Are cognate courses offered online?* Yes, or we substitute with similar courses.

Action Taken: Motion to consider permission of MAEd in Elementary Education distance education degree program at same time as permission to plan MAEd Middle Grades Education distance education degree program. First: Thomas; Second: Sprague.

The motion passed unanimously.

Action Taken: Motion to grant permission to plan MAEd in Elementary Education distance education degree program and permission to plan MAEd Middle Grades Education distance education degree program. First: Sprague; Second: Griffin.

The motion passed unanimously.

AGENDA ITEM: Request for name change of PhD in Technical and Professional Discourse to PhD in Rhetoric, Writing, and Professional Communication

Presenter: Michelle Eble. The name change reflects our interest in aligning the name of our program more closely with other programs of this kind because students searching for PhD's in this area overlook our program when doing Web searches because the name is so different now.

Discussion: It seems like this name change would reduce distinction between ECU and other programs; would it? Currently the name is so unique students don't necessarily recognize it. *Is the suggested name not, in fact, a return to what the program was once called?* Perhaps. The current name stems from a time, perhaps, when GA didn't want duplication of programs. I think that

was part of that story. *Does it have to go to GA?* No, not unless GA wants to have a look at it and approve it, but it already has a unique CIP code.

Action Taken: Motion to approve the request for name change of PhD in Technical and Professional Discourse to PhD in Rhetoric, Writing, and Professional Communication. First: Thomas; Second: Sprague. The motion was passed unanimously.

AGENDA ITEM: Consider request to discontinue Master in Social Work distance education sites in Elizabeth City and Wilmington.

Presenter: Shelia Bunch

ECU has not offered program in Pasquotank in 7 years and UNCW has master's in social work.

Action Taken: Motion to Approve request to discontinue MA Social Work distance education sites in Elizabeth City and Wilmington. First: Sprague; Second: Bailey. The motion was passed unanimously.

AGENDA ITEM: Consider request for authorization to plan Master's of Community Planning degree in Department of Geography

Presenter: Jerry Weitz.

The program can't and won't compete with UNC-CH. Only about 20% of their students are from in state, and they (UNC-CH) turn away many.

Discussion: *You're requesting one faculty member in three years but then there's a reference to new hire and promotion. Was that same?* No. We presently have a faculty of 5 and we'll need a new faculty member in second year of program. The budget requires faculty hired within 5 years to be included, even prior to/during the planning phase. *How sustainable is program if we have cuts?* Admittedly we would be working with bare minimum of resources. We can deliver programs, but there's no room for error; there's no fluff. *Is master's degree course-based instead of thesis based?* Yes, in lieu of a thesis we would require practice-based project. Other programs are similar. Some will give option to students. We did not want to offer the thesis option because that might compete against MA in Geography, which is a thesis-based degree. *What about space? How do you get more space, especially since you're in Brewster?*

We would need to double size of planning/design studio and one additional faculty office. That will be a challenge.

Action Taken: Motion to approve request for authorization to plan Master's of Community Planning degree in Department of Geography. First: Das; Second: Thomas. The motion was passed unanimously.

AGENDA ITEM: Approve changes to graduate catalog to reflect a series of changes to graduate programs in the Department of Psychology.

Presenter: John Cope.

Questions: *You're changing the MA, right?* Yes. *Are you changing the MA designation?* No, it is what we have now, but we're changing the name for the General – Theoretic Master's Program to "Master's in Industrial and Organizational Psychology". We are also making some necessary changes to the course listings as noted in the catalog copy.

Action Item: Motion to approve the name change of the MA in General-Theoretic to the MA in Industrial and Organizational Psychology and changes to Graduate Catalog to reflect a series of changes to graduate programs in the Department of Psychology. First: Sprague; Second: Bailey. The motion was passed unanimously.

AGENDA ITEM: Consider request for authorization to establish a BS in University Studies degree program (Appendix C).

Presenters: Austin Bunch, Paul Schwager, Jayne Geissler.

Planning Doc was approved in February 2012. The degree has to be approved first, then the DE. Because of new schedule for degree approvals this all has to be considered with a relatively short time (4 mos.) frame. It's one degree, but it's different modes of course delivery. One of greatest things is we have gotten feedback from many people and constituencies. We have had people attend conferences focused on individualized major programs (IMP). We have also solicited feedback from people in community, the private sector and the university. We have adjusted the proposal, and in two areas we have benefited especially.

First, we have increased faculty involvement. The director of the program will hold faculty rank. We have also established faculty oversight committee, appointed by the Deans and approved by Faculty Senate. The faculty oversight committee members are the ones that will make sure that the students are doing what they need to do. We have also put in proposal to have faculty fellows. Those fellows would spend time working with students and curriculum.

Second, we have increased academic rigor. The faculty committee will have to approve all plans of study. We have established gateway course and have student develop plan of study. This way the students will have to come up with plan, which will help them think about their course of study.

Think, Value, Communicate, Lead: The students will have to tell us where they learned all of their ethics, communication skills, leadership skills, etc. Students will have to articulate that. Students can take capstone if there's one already out there, but we've modified program to give students flexibility to design capstone.

Discussion: Director would teach capstone. *Has someone worked that out if capstone was needed by 100?* We would rely on teaching fellows. *You're going to be buying faculty time?* There are some typos in the budget--\$400, instead of \$4,000. *How do we account for impact on department?* It would be like how it works with Honors College, but, yes, there is a reallocation of resources involved. The Chair would have to approve it if a faculty member wanted to teach. *I assume you're going to use new formula for faculty buyouts?* The model we would like to replicate is Honors College. These students will need a bit more patience, more supervision. *How large do you see that faculty oversight group would be?* One from every college and 2 from Arts and Sciences. *Are there any plans to allow faculty senate to appoint a person to the council?* That sounds like a great idea. *What makes this different from interdisciplinary studies?* The differences are listed on Appendix A, page 7. *How do you*

evaluate this program because evaluation doesn't seem to be built in? That is: How do you evaluate the success of how the program is working? We are working on that; that work will be easier to incorporate once the degree is being offered and students are in the program. There doesn't seem to be much of a plan for sustainability. Does undergraduate work expire—after all, grad courses expire after 10 years. We do have some program policies in that regard. That's where we do need faculty oversight to evaluate. One course taken 20 years ago may still be valid, but a course in computers taught 20 years ago may not be, for example. Given that this program involves resources reallocation, why don't we have different, more effective advising—why not allocate resources to different sectors to help with that? ECU has a large population that want to be nurses and a large one that wants to be doctors, and many of them won't make it, despite our best efforts. Curricula have become so specific that it's hard for us to find common core to cover all of them. More and more majors have also become sequenced. More majors have also become competitive. More and more programs are saying you need a 2.5 GPA to graduate. So we have seniors that may have 2.48. Advisors often have many advisees whom they try to help, but students sometimes just don't hear what they don't want to. Why not propose also a B. A. in University Studies for students with more work and interest in humanities? There might be an opportunity to propose a BA in University Studies. Were there underlying motives for not doing it? Why not do both at once? We had to start somewhere and the B. S. was the place to start. Has this money been promised and where is it coming from? GA expects us to have 100 new graduates per year and to reach out to students that left college prior to degree completion, find out why they left, and how we can bring them back to finish a degree. The Board of Trustees have spoken out on this program's behalf. The money would come from central academic resources and from money sources determined by Academic Council. How do you catch students at earliest time? This is a linchpin. We could do that in Banner. Maybe that could be part of plan—to include a mechanism in Banner that flags students that are undeclared or underperforming during the first semester of their junior year.

Action Taken: Motion to approve request for authorization to establish a BS in University Studies degree program (Appendix C). First: Kenney; Second: McConnell. The motion passed 7-1 (with Smith dissenting).

AGENDA ITEM: Consider request for authorization to plan a BS in University Studies distance education degree program (Appendix F).

Population is different. Courses needed for degree completion have to be online. The only courses taught by this program would be gateway and capstone. Students will also be able to take courses at all other institutions.

Action Taken: Motion to approve request for authorization to plan a BS in University Studies distance education degree program (Appendix F). First :McConnell ; Second: Griffin. The motion passed 7-1 (with Smith dissenting).

AGENDA ITEM: Consider request for authorization to establish a BS in University Studies distance education degree program (Appendix G)

Action Taken: Motion to approve request for authorization to establish a BS in University Studies distance education degree program (Appendix G). First: Bailey; Second: Sprague. The motion passed 7-1 (with Smith dissenting).

Announcements: None.

The meeting was adjourned at 3:28 p.m.

Respectfully submitted,

David L. Smith, Vice-Chair