

THE UNIVERSITY OF NORTH CAROLINA
APPENDIX A: NOTIFICATION OF INTENT TO PLAN A NEW BACCALAUREATE OR MASTER'S PROGRAM

Supplemental Budget Information

Date: October 28, 2011

Constituent Institution: East Carolina University

School/College: Division of Academic Affairs

Department: Office of Undergraduate Studies

Program Identification:

CIP Discipline Specialty Title: Bachelor of Science in University Studies

CIP Discipline Specialty Code: 24.0102 Level: B X M I

Exact Title of the Proposed Degree: Bachelor of Science in University Studies

Exact Degree Abbreviation (e.g., BS, BA, MA, MS, CAS) BSUS

Does the proposed program constitute a substantive change as defined by SACS?	Yes	<u> </u>	No	<u>X</u>
a) Is it at a more advanced level than those previously authorized?	Yes	<u> </u>	No	<u>X</u>
b) Is the proposed program in a new discipline division?	Yes	<u> </u>	No	<u>X</u>

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

May 2013

Proposed date to establish degree (month and 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).

August 2013

1. Describe the proposed new degree program.

There are students in every university whose goals and interests for education may not be met for a number of reasons. Included in these reasons are:

- Pre-existing degree programs offered by the university do not offer desired "major" or area of concentration. Emergent and/or unique academic/career paths are not covered by the current major/degree programs.
- Grade point average (GPA) requirements are inconsistent between desired major and major declaration requirements. Either students do not have a GPA that meets the requirement for entry into the major or the entrance requirements change (often to a higher GPA requirement or a competitive GPA) as students are progressing toward the time to declare the major.
- Program requirements change over time. Students who return to the university after an absence face changes in either the required GPA to enter the major or in curriculum requirements of the major.

During the 2008-2009 academic year, the university engaged in a year-long Strategic Enrollment Management Task Force (SEMTF) study to help direct East Carolina University's (ECU) enrollment planning and student success. Four major issues were identified that impact ECU's success in these activities. Among these was "Improving Student Retention and Graduation." A key recommendation of the Task Force report, which was accepted by the ECU Board of Trustees in February 2009, was item 2.7.4. **Establish a degree in University Studies.**

The description should include:

a) a brief description of the program and a statement of educational objectives

The Bachelor of Science in University Studies (BSUS) is a university-wide program designed for students who seek a unique course of study outside traditional "majors." This program offers the opportunity for students to develop an integrated, yet individualized program of study that is personally interesting and professionally relevant within specific institutional guidelines. The BSUS meets students' needs to prepare for emergent career opportunities and will ensure greater access and completion rates for students, regardless of age, ability or circumstances. The program supports the university's commitment to access by removing barriers to university completion for many students and enhances its ability to provide students with rich opportunities

for meeting individual career or academic interests. As noted in the executive summary of the proposed program, the BSUS is not designed to bypass a requirement of an existing program. Care will be taken by the BSUS Faculty Council that concentrations are not designed and/or approved that in any way attempt to circumvent existing majors. The academic integrity of the program will be a function of the way in which the BSUS Faculty Council provides oversight to the processes and policies that govern the development and implementation of the thematic concentrations. Examples of possible thematic concentrations are shown in Appendix A.

The BSUS degree program is for students who:

- are in good academic standing (GPA of 2.0 or above);
- construct an individualized thematic program of study compatible with academic, career, and personal interests;
- develop an approved program of study around a chosen theme;
- enjoy the interconnectedness and relationship among several subject areas;
- desire to complete a generalist degree;
- would like to prepare for innovative and emergent career fields; and/or
- cannot pursue the major of choice or wish to pursue a unique degree program that is not available from the current university degree options.

The BSUS degree program will allow students to:

- design an academic area of study not available through established majors;
- create (with the assistance of an advisor and upon approval by a faculty group) an integrated, “autobiographical,” coherent, synthesized degree program to meet specific intellectual, career or academic interests and goals;
- persist in their education, be retained in the university, and graduate in a more timely fashion when other options for degree completion are not available;
- identify and create a degree program in emerging disciplines or in disciplines where collaborative, integrated learning has not yet been fashioned.

Upon completion of this program, students will be able to:

- communicate effectively in oral and written environments;
- apply leadership strategies in varied contexts;
- identify and interpret information from multiple sources;
- integrate coursework into a program that meets specific intellectual, career or academic interests and goals;
- work collaboratively in local community groups or businesses identified in their designated area of study; and
- research, apply and analyze professional issues and concerns within designated area of study.

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.

The BSUS reflects ECU’s mission statement, strategic plan and the strategic action plan as follows:

1. The BSUS degree will assist ECU in meeting its mission statement, “*To serve as a national model for public service and regional transformation by... preparing our students to compete and succeed in the global economy and multicultural society.*” The program will

provide additional graduates who will enter the workforce in the region and prepared for emerging academic and professional demands.

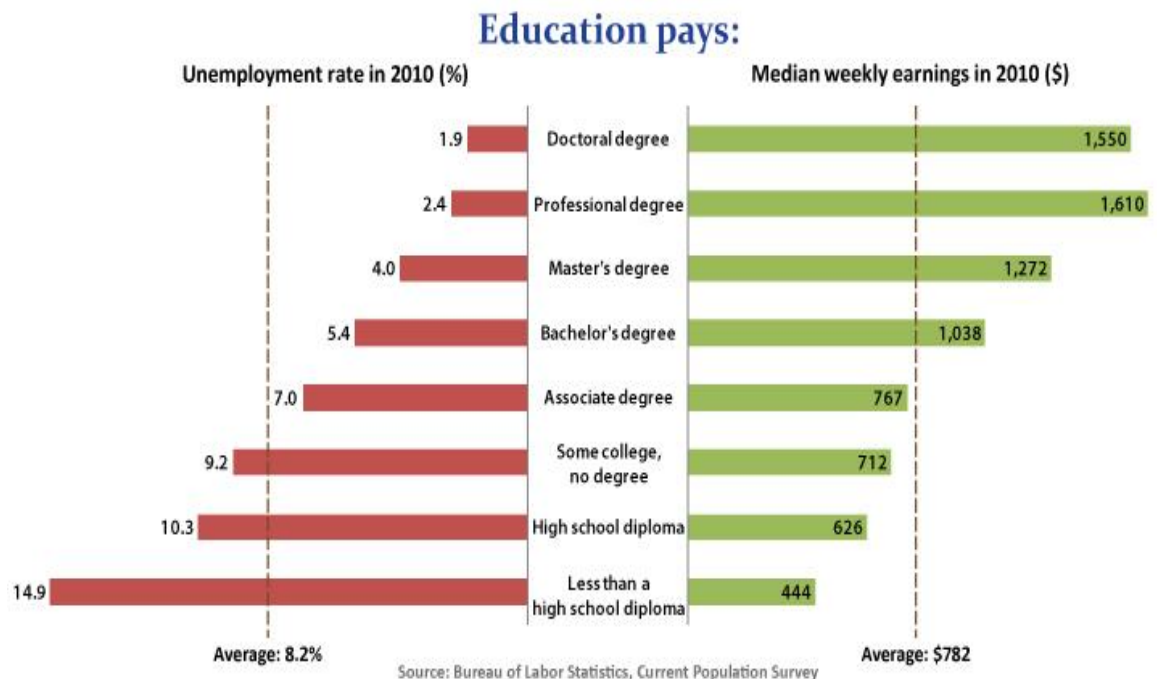
A workforce advisory council has been appointed with members representing national corporations, small businesses, governmental agencies, health care providers, utilities providers, educational agencies, and not-for-profit organizations. The council members will serve as a “reality” check on the employability of students in the BSUS degree program, advise on emerging fields that established majors do not address, and assist in connecting students to mentorship opportunities (see Appendix B for a list of members).

Data from recent studies of employers and the desired skills of colleges graduates for positions in the workforce suggest employers value skills and abilities at least as much as specific major-related skills. Among the skills that they indicate as of increasing value are in the “**intellectual and practical**” realm:

- ability to communicate effectively, orally and in writing (89%);
- critical thinking and analytical reasoning skills (81%);
- ability to analyze and solve complex problems (75%);
- teamwork skills and the ability to collaborate with others in diverse group settings (70%);
- ability to be innovative and creative (70%);
- ability to locate, organize and evaluate information from multiple sources (68%); and
- the ability to work with numbers and understand statistics (63%)

Of the 60 jobs recently posted in the ECU Career Center for fall 2010, 20 of the 60 postings indicated “any major” indicating that employers are willing to train potential employees. Based on this data, at least one-third of all organizations in the region, state and nation are prospective employers for students completing the proposed program.

The value of a college degree continues to rise with regard to higher earnings and lower unemployment rates: According to the most recent data collected by the Bureau of Labor Statistics.



Note: Data are 2010 annual averages for persons age 25 and over. Earnings are for full-time wage and salary workers. Source: Bureau of Labor Statistics, Current Population Survey.

2. Two of the four goals for the strategic direction, Education for a New Century, are: (1) "We will make an East Carolina education accessible to prospective students and reach out to those who might otherwise be unable to achieve their educational potential;" and (2) "We are committed to increasing access to higher education for all students." The BSUS proposal addresses these goals by providing options for students in choosing fields of study when current university majors are difficult or impossible to pursue.
3. The document, ECU Strategic Action Plan (2010-11), includes two goal statements that center on related issues, access and success and persistence of students through the processes to completion. These two statements are: (1) "Cultivate a vibrant campus that ensures student access and success in undergraduate and graduate education;" and (2) "Pursue a more aggressive and integrated approach to increasing the number of students who persist through key academic thresholds." The BSUS program addresses both of these goals through its structure and design. It minimizes obstacles for entry into an academic field of study through a degree program that provides for use of non-traditional choices and options for completion of a degree program.

By design the BSUS proposal supports the development, success and personal/professional needs of students. Specifically, it addresses student success through increased retention rates and graduation rates, and providing a pathway for personal and professional development by allowing students to craft majors that better fit their intended skill sets. This program will ensure greater access and completion rates for students and provide them the opportunity to succeed in an increasingly competitive environment. It offers avenues for academic innovation and accomplishment of 21st century educational goals regardless of the age, ability or circumstances of students.

In addition, completion of a degree program in an allotted timeframe has become more critical. Currently, undergraduate students are subject to a 50% tuition surcharge once they have attempted 140 semester hours to complete a baccalaureate degree or more than 110% of the credit hours necessary to complete a five-year program.

c) the relationship of the proposed new program to other existing programs at the institution.

The BSUS will capitalize on existing course offerings within the colleges and schools. Individual colleges, schools, and departments will retain all student credit hours for BSUS students, who will receive instruction with students from other majors, or simply declare it as their first major. It is not anticipated that class sizes or faculty loads will increase appreciably. Academic units will profit from the enrollment of BSUS students in their courses due to the increase in productivity based on semester credit hours produced. The funds that follow credit hour production accrue back to the discipline.

The program also allows for building online courses into the individualized major based on the utilization of existing online courses that make up the thematic concentration.

With guidance from faculty, students seeking the BSUS degree will build a thematic concentration for study (an individualized major) for an efficient use of resources.

A one semester-hour gateway course will be developed for the program. This gateway course is intended to 1) acquaint students who choose this degree route to key concepts of an

individualized major; 2) allow the self-reflection necessary to focus on this approach to academic study; 3) create a process for writing and review of the thematic concentration course of study with assistance and advice of both faculty and academic advisor; and 4) provide a forum for students to discuss issues of common interest with regard to this academic pathway. Students will also be required to develop a career portfolio that demands research into the self-selected disciplines and the career options available. Requirements of the portfolio include personal self-reflection exercises around personal interests, personality type, values clarification, and determination of skill sets, interviews with individuals in business, industry, government or educational career paths, job shadowing, and mock interviews. This course will also fulfill the educational objective of integrating coursework into a program that meets specific intellectual, career or academic interests and goals.

The BSUS shares similarities with the existing multidisciplinary studies major as follows:

Similarities between the BSUS and the Multidisciplinary Studies degree

Program Attribute	BSUS	Multidisciplinary Studies
Encourage students to pursue degrees in specialized or new fields	✓	✓
Allow for students with interest that overlaps curriculum offerings not designed to bypass a requirement of an existing program.	✓	✓
Foundations curriculum requires 42 semester hours	✓	✓
Course of study approval by faculty committee	✓	✓
Total semester hours for graduation (120 sh)	✓	✓

There are notable differences between the BSUS and the existing multidisciplinary studies major as follows:

Differences between the BSUS and the Multidisciplinary Studies degree

Program Attribute	BSUS	Multidisciplinary Studies
Philosophy	<i>“Discovering”</i> a major: Students pursuing the BSUS degree could be identified as “discoverers.” Discoverers are defined as students who have chosen to change their course of study for a variety of reasons later in their academic path.	<i>“Planning”</i> a major: Students pursuing the multidisciplinary studies degree could be identified as “planners.” This student enters the university with clear interests and objectives for a degree that cannot be met by current university degree offerings.
Note: Source for the distinction between discoverers and planners is from David		

	Moore, Gallatin School, New York University, "Individualized Major Programs: Best Practices and Besetting Challenges," March 5-6, 2009. Indiana University, Bloomington	
Major point of entry	Allows students to declare the course of study at any number of points in their academic career.	"Must be approved early enough in one's academic career in order to have time to adhere to program guidelines." The student is encouraged to apply to this program once completing 30 semester hours.
Program concentration	Allows students to create unique concentrations (under the guidance of faculty). There are no pre-established concentrations. Each concentration may be student-specific.	Provided in "areas where there has been clear evidence of significant student demand." There are pre-established concentrations or focus areas, such as neuroscience, religious studies, and classics/ancient civilizations.
Curriculum		
Foundations curriculum:	Choice within categories: 42 sh	Choice within categories: 42 sh
Gateway course:	Required: 1 sh	None required
Technology-related course:	Required: 3 sh	None required
Core requirements:	Required: 3 sh	None required
Capstone course:	LDSP 1000: 3 sh LDSP 4000: 3 sh	MULT 3500: 3 sh MULT 4999: 3 sh BA / BS: 24 sh / 36 sh
Minor fields of study:	Thematic core: 48 sh	
Foreign language:	sh	
Sh above 2999 required:	Required: 3 sh	None required
	None required	Minor or approved structured electives
	None required	BA: 1001-1004 12 sh BS: none required
	30 sh	24 sh
Degree options	Bachelor of Science	Bachelor of Science or Bachelor of Arts
Enrollment numbers	The number of students in individualized major programs and/or general studies programs across the country varies. The estimated number of majors in such programs is large by comparison, and growth of graduates has occurred rather quickly. The estimated number of majors in the BSUS program is 100 full-time students and 25 part-time students for the first year.	Since its inception in 1999, 2010 data show that of 161 graduates, 20 (or 12%) have chosen an individually designed concentration. By contrast, 107 (or 65%) chose an established concentration (religious studies, neuroscience, classics/ancient civilizations) or other developed concentrations in Russian studies or Asian studies. There were 34 (or 21%) students with no concentration listed.

d) special features or conditions that make the institution a desirable, unique, or appropriate place to initiate such a degree program.

In its mission statement, strategic plan, strategic enrollment management task force report, and retention and graduation task force study group report, there are statements and commitments by ECU to facilitate student access and success. The university has long been committed to providing students with programs that help ensure their success in study and personal growth. ECU is the institution of choice for many students and the university has long served to meet the needs of its students. The proposal for the BSUS degree is a prime example of the concept of "Individualized Major Programs" (IMPs).

In an inaugural national conference, "Individualized Major Programs: Best Practices and Besetting Challenges" held at Indiana University in March, 2009, it was noted that "IMPs represent an important part of the future of higher education." Further noted, "...if there were no institutional barriers at a university, IMPs would not be needed. 'Our *raison d'etre* is institutional barriers;' we should accept these challenges as normal." (Source: Individualized Major Programs: Best Practices and Besetting Challenges Report of a conference held March 5-6, 2009, at Indiana University, Bloomington. (Used with permission.)

2. List all other public and private institutions of higher education in North Carolina currently operating programs similar to the proposed new degree program.

Several UNC institutions have some type of general studies degree. Winston-Salem State University offers interdisciplinary studies, which was designed for students who have earned an associate degree, although it is open to all enrolled students. NC A&T State University offers a bachelor of arts in liberal studies with several prescribed concentrations as well as an interdisciplinary studies concentration. Western Carolina, UNC-Asheville, UNC-Chapel Hill, NC State University, and Appalachian State University offer various types of interdisciplinary studies degrees that are restricted to honors students or have other specific entrance requirements.

Individualized programs began appearing in the 1960s and over 100 universities and colleges in the country now offer these majors. In 2009, the first national conference on best practices for individualized majors was conducted; it was so popular that it has become an annual conference. Among the schools participating at the recent conferences were:

California College of the Arts	Carnegie Mellon University	University of
Connecticut Drexel University	Duke University	
East Carolina University		
Georgia Institute of Technology	Indiana University	New York
University		
North Carolina A&T State University	North Carolina State University	Pennsylvania
State University		
Rochester Institute of Technology	University of Alabama	University of
Iowa		
University of Louisville	University of Massachusetts	University of
Michigan		
University of Minnesota	University of Oklahoma	

3. Estimate the number of students that would be enrolled in the program during the first year of operation.

Full-time 100 Part-time 25

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.

The initial plan of operation is intended for on-campus delivery by traditional means, including face-to-face or in

some cases a combination of face-to-face and online delivery. In the final analysis, program delivery is

dependent upon the delivery method of the courses chosen for any one individual thematic concentration.

Based on a needs analysis and marketing of the program, there lies potential for this program for selected

populations such as active duty military on bases in North Carolina

b) indicate any similar programs being offered off-campus in North Carolina by other institutions (public or private).

There are no known similar programs being offered off-campus in North Carolina by other institutions.

c) estimate the number of students that would be enrolled in the program during the first year of operation:

Full-time N/A Part-time N/A

5. List the names, titles, e-mail addresses, and telephone numbers of the person(s) responsible for planning the proposed program.

Bachelor of Science in University Studies Study Group

Name	Title	e-mail address	Phone number	Other
Dr. Austin Bunch	Senior Associate Provost	buncha@ecu.edu	252-328-0607	co-chair of study group
Dr. Chris Locklear	Associate Provost for Personnel and Resource Admin.	locklearc@ecu.edu	252-328-2679	co-chair of study group
Dr. Jayne Geissler	Executive Director for Retention Services Undergraduate Studies	geisslerj@ecu.edu	252-328-4499	vice-chair of study group
Ms. Ellen Deters	Visiting Instructor and Director of Student Services Center, CHE	deterese@ecu.edu	252-328-5352	
Dr. Stan Eakins	Interim Dean, COB	eakinss@ecu.edu	252-328-6359	
Dr. Mary Farwell	Professor of Biology	farwellm@ecu.edu	252-328-6313	also serves as director of undergraduate research
Dr. Gregg Givens	Chair, Dept. of Comm. Sciences & Disorders	givensg@ecu.edu	252-744-6102	
Mr. Wayne Godwin	Assoc. Professor of Product Design, CFAC	godwinw@ecu.edu	252-328-2358	replaced Jeff Elwell, fall '11

Dr. Elizabeth Hodge	Associate Professor, COE	hodgee@ecu.edu	252-328-6175	joined the group fall '11
Dr. Brenda Killingsworth	Associate Professor of Business	killingsworthb@ecu.edu	252-328-6235	Parliamentarian of the faculty
Dr. Susan McGhee	Associate Dean, HHP	mcghees@ecu.edu	252-328-0022	
Mr. Hunt McKinnon	Teaching Assistant Professor CHE	mckinnonh@ecu.edu	252-328-4237	Secretary of the Faculty
Dr. Janice Neil	Chair, Undergraduate Nursing Science, CON	neilj@ecu.edu	252-744-6407	
Dr. Leslie Pagliari	Assoc. Dean, TECS	pagliaril@ecu.edu	252-328-9663	
Dr. Paul Schwager	Acting Assoc. Dean, COB	schwagerp@ecu.edu	252-328-6970	
Dr. Mark Sprague	Assoc. Professor of Physics, THCAS	spraguem@ecu.edu	252-328-1862	Vice-chair of the Faculty
Dr. Terri Woods	Assoc. Professor of Geology. THCAS	woodsst@ecu.edu	252-328-6014	

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

Chancellor: _____ **Date:** _____

APPENDIX A

Examples of possible thematic concentrations

Sample Thematic Cores

Interdisciplinary across colleges: Social Media

Draft Author	Course Number	Course Title
Karen Kus Maggie O'Hara Paul Schwager	ACCT 2101 COMM 2104 COMM 2210 COMM 3120 COMM 3172 FINA 2244 FINA 3004 LDVP 3403 MGMT 3202 MKTG 3832 MKRG 4732 MKTG 4972 MRKT 4975 PHIL 2274 OR 2275 PLAN 1900 SOCI 4345	Survey of Financial and Managerial Accounting Public Relations and Corporate Writing W Writing for the Electronic Mass Media Public Relations Theory Media Effects Legal Environment of Business Survey of Financial Management Seminar in Leadership Development Fundamentals of Management Marketing Management Consumer Behavior Social Media Marketing Electronic Commerce Business Ethics/Professional Ethics Planning for the Human Environment Racial and Cultural Minorities

Interdisciplinary across colleges: Socially Responsible Leadership

Draft Author	Course Number	Course Title
Karen Kus Maggie O'Hara Paul Schwager	ACCT 2101 COMM 3180 ECON 3750 ENGL 3880 FINA 2244 FINA 3004 LDVP 3403 MGMT 3202 MGMT 4342 MGMT4242 MGMT4343 MKTG 3832 POLS 3202 PHIL 2274 OR 2275 SOCI 3400 SOCI 4345	Survey of Financial and Managerial Accounting Intercultural Communication Economics of Poverty and Discrimination Writing for Business and Industry Legal Environment of Business Survey of Financial Management Seminar in Leadership Development Fundamentals of Management Organizational Change and Development Organizational Behavior Organizational Leaders and Leadership Marketing Management The American Executive Business Ethics/Professional Ethics Introduction to Gender and Society Racial and Cultural Minorities

Interdisciplinary across colleges: CDFR/Education (non-license):

Draft Author	Course Number	Course Title
Ginger Woodard Ellen Deters	Choose 48 sh from: CDFR 1103 CDFR 2000 CDFR 2001 CDFR 3002 CDFR 3150 CDFR 3215 CDFR 3306 CDFR 4006 CDFR 4303 CDFR 4313 CDFR 4390 ELEM 2123 or SPED 2123 EDUC 3200 ELEM 3235, 3236 ELEM 3250 ELEM 3275 HLTH 3244 SCIE 3216 SPED 2000 ART 3850 MATE 3050, 3051 EXSS 3545 PSYC 2201 PSYC 4305 MUSC 3018 READ 3204 READ 3205, 3206 READ 5317	Marriage and Family Relations Child Development I Child Development II Child in the Family Intro Early Childhood Intervention The Family as Consumers Guiding Children's Behavior Families, Sexuality and Gender Roles Families and Cultural Diversity Trends and Issues in Family Studies Family Resource Management Early Experiences teach. Intro to Amer. Educat. Cur. & Inst. Elem. Ed. Language Arts Early and Elem. Curric. Hlth for Elem. School Science for Elem. Ed. Intro. to Except. Child Art in Elem. School Math P-2, Field Exper. PE for Elem. Edu. Psychology of Childhood Educational Psychology Music for Elem. Teach. Fund. of Reading Diagnostic Read/Pract. Reading Jr./Sr.

Interdisciplinary within a college: Global Technology Management

Draft Author	Course Number	Course Title
Leslie Pagliari Mary Gabrielsen College of Technology and Computer Science Note: These courses are offered on-line and core "pairs" well with a business minor.	ITEC 2000 or ITEC 3000 IDIS 2830 IDIS 2771 IDIS 3815 IDIS 3835 ITEC 3290 ITEC 3292 ITEC 3300 ITEC 3800 ITEC 4293 9 sh approved Electives	Computer App. or Internet Tools Tech. ERPP Systems for Distributors Intro to Distribution and Logistics Supply Chain Logistics Security/ Risk Analysis Technical Writing Industrial Safety Project Management Cost & Capital Analysis Industrial Supervision

Interdisciplinary within a college: Human Ecology

Draft Author	Course Number	Course Title
Ginger Woodard Ellen Deters	Choose 48 sh from: NUTR 1000 NUTR 1010 CDFR 1103 CDFR 2000 CDFR 2001 CDFR 2400 CDFR 3002 CDFR 3215 CDFR 4303 SOCW 1010 SOCW 2010 HMGD 1350 HMGD 1500 MRCH 1135 MRCH 2239 IDSN 1180 JUST 1000 JUST 3500	Contemporary Nutrition Cultural Foods Marriage and Family Relations Child Development I Child Development II Introduction to Gerontology Marriage and the Family The Family as Consumers Families and Cultural Diversity Intro. to Social Welfare Intro. to Social Practice Intro to Hospitality Management Multicultural Hospitality Management Principles of Merchandising Apparel and Human Behavior Interior Design Fundamentals Intro to Criminal Justice Principles of Criminal Law

Appendix B

**Members of the BSUS Workforce Advisory Council
(Business, Industry, Health Care, Education, Government, Utilities, and
Non-Profit Organizations)**

Bachelor of Science in University Studies

Workforce Advisory Council

Phil Ahlschlager, North Carolina Senior Vice President, Suddenlink Communications, Easter NC, Greenville, NC

Tony Cannon, General Manager-Elect, Greenville Utilities Commission, Greenville, NC (chair of the board of directors of the Greenville-Pitt County Chamber of Commerce)

Leo Corbin, Director of Human Resources, Attends Healthcare Products, Inc., Greenville, NC

Kirk Dominick, Senior Vice President of Operations, Flanders Corporation, Washington, NC

Emily Coffman, President, Faulkner and Associates, Greenville, NC

Phil Hodges, President and CEO, Metrics, Inc., Greenville, NC

Delilah Jackson, Assistant Superintendent of Human Resources, Pitt County Schools, Greenville, NC

Janet Mullaney, Chief Administrative Officer, Vidant Health System, Greenville, NC

Robert Moloney, Vice President, Corporate Operations, Affordable Care, Inc., Kinston, NC

Mark Phillips, Executive Director, Eastern Office, NC Biotechnology Center, Greenville, NC

Michael Taylor, Deputy County Manager/Chief Information Officer, Pitt County Government, Greenville, NC

John Charles Thompson, Executive Vice President, Bank Operations, BB&T, Wilson, NC

Awaiting responses from:

Ben Dixon, Owner, Chick Fil-A, Greenville, NC

Gordon Jethro, Area Executive, First Citizens Bank, Greenville, NC