Agenda
Academic Affairs and Student Life Committee
April 1, 2005

**Academic Affairs**

Approval of Minutes from December 10, 2004 Meeting

Distance Education: Quality & Direction (Jim Smith & Clayton Sessoms)

Academic Program Planning: Criteria, Process & Degrees (Jim Smith, Rita Reaves, Paul Tschetter)

Collaborative Team Reports
  - Academic Program Development
  - Regional and Campus Initiatives
  - Institutional Effectiveness
  - Service Learning

**Student Life**

Police and Campus Security Updates
Minutes of the
Meeting of the Academic Affairs and Student Life Committee
East Carolina University Board of Trustees
December 10, 2004


The following is a summary of the items discussed and the actions agreed on at the Academic Affairs and Student Life Committee meeting held from 11:10 until 11:45 a.m. on December 10, 2004, in Mendenhall Student Center:

*Note:* Since the update on Mendenhall Student Center and the Ledonia Wright Cultural Center appeared on the agendas for both the Academic Affairs/Student Life and the Finance and Facilities Committee meetings, this information was presented at the end of the Finance and Facilities Committee meeting, immediately preceding the Academic Affairs/Student Life Committee meeting (11:00-11:10).

Dr. Moore stated that the Mendenhall Student Center and the Ledonia Wright Cultural Center facilities need to keep pace with the growth of the university. An architect has been engaged for the discovery phase of planning to meet students’ needs for more modern facilities with more space. He noted that the discovery process, which will cost approximately $300,000, will include visits by ECU students, faculty, and staff to modern student unions and cultural centers at other universities.

The Finance and Facilities Committee meeting adjourned at 11:10, at which time Mrs. Ward called the Academic Affairs/Student Life Committee meeting to order.

Mrs. Ward welcomed Dean Jeffrey Elwell of the College of Fine Arts and Communication, who was introduced to the Trustees by Dr. Smith. Dr. Elwell said that it is a pleasure to be at ECU and that he wants to make his college’s faculty and programs better known.

Dr. Moore acknowledged Michael Ashby and Jason Alexander, the student editors of *Expressions* and *The Rebel*, ECU publications honored at this year’s Associated College Press competition.

The committee approved the minutes of the September 2004 meeting.

The consensus of the committee was to agree to the conferral of degrees at the December 11 commencement ceremony. Mrs. Ward will bring that issue to the full meeting of the Board.
Dr. Smith reported that enrollment increase and reallocation funds are being allocated. A full report on this allocation will be made at the April meeting of the Board. Dr. Smith noted that Chancellor Ballard agreed to fund searches at a rate of $2,500 each from reallocation funds to assist in finding the best candidates for available positions.

Dr. Smith recognized Dean Keats Sparrow, who has announced that he will step down from his position in the College of Arts and Sciences in August 2005. A search for this position is beginning. Dr. Smith thanked Dr. Sparrow for his service.

Dr. Smith noted that Academic Affairs is working with the other divisions on integrated planning initiatives. Dr. Rita Reaves is working with the deans and Bruce Flye to coordinate space needs for the division.

Dr. Smith noted that representatives from the Office of the President recently visited East Carolina to discuss distance learning. He reported that Dr. Alan Mabe acknowledged ECU as the state's leader in distance education. Dr. Smith distributed a brief report from the Office of Academic Outreach, which encompasses distance education at ECU, and suggested that Dr. Eimer Poe, who heads this office, might report to the Trustees at their next meeting.

Dr. Smith introduced Rita Gonsalves, assistant vice chancellor for service learning, and Jason Denius, interim director of the Volunteer and Service-Learning Center, for their report on service learning. Ms. Gonsalves said that service learning is a national movement that combines service to the community with classroom instruction and that ECU is taking the lead for service learning in North Carolina. Ms. Gonsalves reported that 8,000 ECU students volunteered last year and that the focus in the coming year will be on the quality of service-learning courses, supporting faculty, and strengthening community ties. Mr. Denius noted that the typical ECU student who volunteers is taking a full course load and working but still wants to connect with the community. He said that volunteering enhances students' college experiences and helps the community. Mr. Denius noted that the Volunteer and Service-Learning Center has experienced significant growth since its founding in 1990; now the center works with 125 agencies. Mr. Brody asked if all of these agencies are in Pitt County. Mr. Denius said that ECU students volunteer throughout the state, and in some cases throughout the nation and world. He noted that the center is partnering with Beaufort County Community College to expand opportunities for service in eastern North Carolina. Ms. O'Donnell suggested that a presentation by the Volunteer and Service-Learning Center would be a good addition to Orientation. Mr. Bodenhamer asked if service learning included military outreach. Dr. Smith noted that Dr. Steve Duncan is working to reach all North Carolina military bases. Mr. Butler said that he is impressed by the service-learning activities. He asked if there is a similar activity to engage faculty with the community. Ms. Gonsalves said that service-learning courses are taught by faculty. Dr. Smith noted that service learning is a faculty-directed activity. Ms. O'Donnell noted that the SGA recently passed a resolution supporting the creation of a course on domestic violence education and suggested that a service-learning component would be beneficial. Mrs. Ward thanked Ms. Gonsalves and Mr. Denius for their report.
Dr. Smith thanked the Trustees for supporting campus-based tuition increases in the meeting of the Finance and Facilities Committee and agreed with Ms. O'Donnell that funds generated this way should be used to benefit ECU students.

Respectfully submitted,

[Signature]

Carla L. Jones
March 24, 2005

To: The Trustees

From: James LeRoy Smith

Re: April 1, 2005 Academic Affairs Report

We are pleased to present materials at this meeting regarding the quality and reach of our distance education efforts at East Carolina, where we lead the University of North Carolina in serving our place-bound citizens. We are proud of this leadership and we take the responsibilities of that leadership very seriously, as I believe the presentation will illustrate.

We are equally pleased to review for you our academic program process. We must submit our next five year plan for academic program development to the Office of the President by May 31, 2005. We have made this process more deliberate and collaborative over the past 18 months, as you will see. We will report further on this process at the May Board meeting as we get closer to closure on our submission. Even though the Board of Governors is the board of record on academic program approval, we value and seek your guidance and support.

Both of these topics are the result of our discussions at the Board retreat and we look forward to our discussions.
Distance Education at East Carolina University
Campus Programs at our Students’ Locations

ECU Board of Trustees
April 1, 2005

Distance Education at ECU

is serving students who cannot attend class on campus with the same courses taught by the same faculty.
Distance Education Programs

- ECU offers programs not just courses
- 13 undergraduate degrees (30% of DE SCH)
- 68% of undergraduates come from NC community colleges
- 26 graduate degrees (70% of DE SCH)
- 14 graduate certificate and post-master’s certificate programs
- 3 DE programs approved for development – others considered

DE Student Profile

- Average Age: 36 years of age (18-80 years old) (53.5% are 35 or older)
- Gender: 68% women; 32% men
- Marital Status: 62% are married; 38% are not married
- Dependents at Home: 2% or less have one child at home 43% have two children at home 43% have three children at home 3.5% have four children at home
Why College?          Why DE?

55%  
Work
- 13% to get promotion
- 21% to change careers
- 21% required for job
- 26% for personal dev
- 19% for other reasons

78%
Accessibility
- 49% schedule
- 29% distance
- 11% prefer DE
- 11% other reasons

Distance Education at ECU provides the same programs we teach on campus

- Same syllabus, book, handouts
- Same assignments & expectations
- Same grading standards
Distance Education at ECU are taught by the same faculty that teach on campus

- ‘Regular’ campus faculty teach mixed schedules of campus/DE
- Meet all expectations of full time faculty
  - Research, service, committee assignments, campus life, etc.
- < 12 of the 150 “DE” faculty teach only DE
- Same profile: 85% full time (65% tenure track, 35% fixed term)
- The positive effect: crossover use of technology on campus
  - Of the 2100 online courses, 1400 are on campus

What do we know about the quality of our DE Programs?

- SACS accreditation report says ‘DE is the same’
- Ed, Nursing, Business, et al. accreditation say ‘OK’
- Certification rates of graduates are the same
- DE programs undergo the same review/approval
- All DE programs use outcomes assessment to refine the programs
What about the quality of our DE Courses?

- SOIS shows no significant difference
- Faculty Peer Review revised to include DE courses
- Individual support is available in all colleges
- University wide support centers exist
- Faculty all undergo the same end of year review
- Same standards for promotion and tenure

What about the quality of our DE Courses?

- Faculty have individual teaching styles
- Use teaching methods/tools for content
- Most use multiple measures of performance
  - Weekly assignments with feedback make it harder to sleep through a DE course
  - Group work or weekly discussion is commonplace
- Some faculty use proctored tests
- The same faculty doing the same job
We listen carefully

- Students needed more community
- We are providing Instant Messenger
- More programs are using mixed mode delivery
- We are providing Centra for ‘live’ courses
- Physician’s Assistant was not optimal
- We’ve stepped back while we review
- We consider all inputs and are constantly ‘tuning’

Questions and Comments
Distance Education
- 4000+ DE students in 39 programs enrolled in 700 course sections – 11 require some presence
- 7 site based cohort programs (some Internet and some site based)
- 45% in teacher ed, 25% in economic development (business & technology), 18% in health care
- 66% of DE students are east of I-95 & only 4% of DE students are out of state
- DE students: 36 years old, 68% women, 86% have 2 or more children at home, employed
- 55% are in college for work related reasons & 78% choose DE for accessibility
- 68% of undergrad DE students come from community colleges – working with OP on articulation
- 1300 DE students receiving financial aid – up from 900 last year
- ECU production for ‘04-’05 will be 69,000 SCH. OP will fund 51,000 SCH
- Same profile for on-campus and DE faculty – 34% fixed term & 65% tenured/track
- 85% of DE is delivered by full time faculty, 15% of DE is delivered by part time faculty
- Student support includes twice a semester DE newsletter, OneStop discussion group

Global Academic Initiatives – Global Classroom Technology
- Morocco and Pakistan have worked out as very good partners
- Malaysia will team with ECU on courses and coastal/wetlands research
- Congressional visit and Dr. Rice bring new resources to the program

Military Outreach
- Awarded contract to deliver all online programs at Fort Bragg
- Working to create infrastructure of student support services and coordinate program offerings
- Steve Duncan appointed ECU representative on OP’s Military Alliance
- Marketing to military bases

AT Center
- Tested video capture systems for Science Ed – recommendation saved $27,000
- Working with various units on personal security systems
- Testing remote access for Construction Management’s virtual job sites

UM Center
- Support for production of online & CD multimedia catalog
- Support for large classroom redesign project
- Support for virtual chem lab and other discipline specific projects

Academic Outreach Office - ongoing
- Roll out of Instant Messenger (Bantu) for DE students
- Developing use policy for learning platforms at ECU
- Develop ‘new’ faculty orientation for distance education at ECU
- Transition to Blackboard 6
- Developing campus wide Technology Fair for September
- Considering impact of technologies used in DE on campus courses
## Online Programs at ECU – April 2005

<table>
<thead>
<tr>
<th>Graduate (26)</th>
<th>Undergraduate (13)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA in Art Education</td>
<td>BSBA in Business Administration</td>
</tr>
<tr>
<td>MBA</td>
<td>BS in BK Teacher Education</td>
</tr>
<tr>
<td>MA in Business Education</td>
<td>BS in Communication</td>
</tr>
<tr>
<td>MS in Criminal Justice</td>
<td>BS in Elementary Education</td>
</tr>
<tr>
<td>MA in English/Technical and Professional Communication</td>
<td>BS in Health Information Management</td>
</tr>
<tr>
<td>MAEd Elem Ed</td>
<td>BS in Health Services Management</td>
</tr>
<tr>
<td>MAEd Health Education</td>
<td>BS in Hospitality Management</td>
</tr>
<tr>
<td>MS Industrial Technology</td>
<td>BS in Information and Computer Technology</td>
</tr>
<tr>
<td>MAEd Instructional Technology</td>
<td>BSBE Information Technologies</td>
</tr>
<tr>
<td>MS Instructional Technology</td>
<td>BS Industrial Technology</td>
</tr>
<tr>
<td>Masters in Library Science</td>
<td>BS Nursing</td>
</tr>
<tr>
<td>MM Music Education</td>
<td>BS Special Education</td>
</tr>
<tr>
<td>MS Nursing</td>
<td>BS Physician Assistant &quot;Withdrawn*&quot;</td>
</tr>
<tr>
<td>MS in Nutrition</td>
<td></td>
</tr>
<tr>
<td>MS Occupational Safety</td>
<td></td>
</tr>
<tr>
<td>MS Physician Assistant &quot;Withdrawn*&quot;</td>
<td></td>
</tr>
<tr>
<td>MA in Psychology</td>
<td></td>
</tr>
<tr>
<td>MAEd Reading</td>
<td></td>
</tr>
<tr>
<td>EdS School Administration</td>
<td></td>
</tr>
<tr>
<td>MA in English/Multicultural Lit</td>
<td></td>
</tr>
<tr>
<td>Masters in School Administration</td>
<td></td>
</tr>
<tr>
<td>MAEd in Science Ed</td>
<td></td>
</tr>
<tr>
<td>MAEd Special Ed</td>
<td></td>
</tr>
<tr>
<td>Masters of Social Work</td>
<td></td>
</tr>
<tr>
<td>MS Speech-Language Pathology</td>
<td></td>
</tr>
<tr>
<td>MS Voc Ed/Information Technologies</td>
<td></td>
</tr>
</tbody>
</table>
Memorandum

To: Academic Deans

From: Dr. James L. Smith
Interim Vice Chancellor for Academic Affairs

Dr. Michael Lewis
Vice Chancellor for Health Sciences

Dr. John Lehman
Acting Vice Chancellor for Research and Graduate Studies

Subject: Proposed Academic Programs

Date: January 4, 2005

This spring, we will be asked to submit the biennial update to the UNC-OP Long Range Plan that includes East Carolina University’s Five-Year Program Development Plan. This is an opportunity for the university to develop a framework for more careful planning and assessment of our institutional readiness to offer new degree programs.

The procedures for developing our new plan stem from the belief that new degree programs do not stand alone but are developed in the context of how the academic unit defines its mission. By asking the academic unit to provide information placing the new degree program in the context of its current teaching mission, research and faculty productivity, service activity, and financial resources, we believe that the unit, college, and university will be well served in a recommendation to go forward with the proposal. This process should ensure that the university, in cooperation with the academic unit, will commit the resources necessary to establish strong new academic programs.

To that end, please follow these procedures to propose a new program for inclusion in the 2005-2010 Program Development Plan for East Carolina University:
1. By February 8, 2005, faculty interested in developing a new academic degree program should develop a proposal which includes the following documents:

- **The Notification of Intent to Plan a New Degree Program**
  This UNC-OP document will be used for initial internal review as well, eliminating duplicative work for faculty and avoiding confusion created by having a separate proposal for initial campus review.

- **Assessment of Readiness to Offer New Degree Programs (attached)**. This document, developed by the Academic Program Development Collaborative Team, helps units analyze their current and needed resources to support the proposed program.

- **Academic Management Information Reports for all degree programs currently offered by the proposing unit (available through IPRE)**. These reports will provide a context in which impact of the proposed program on existing programs can be evaluated.

2. On April 13, 2005, the dean of the proposing college or school will present the proposal to the following:

- **The Deans' Group** (with members of LEPC and the Academic Program Development Collaborative Team invited to attend)
- **The Academic Council**

3. By May 1, the Academic Council will recommend programs to be included in the Five-Year Program Plan to the Chancellor's Executive Council.

4. The chancellor will consider recommendations from the Executive Council and approve programs for the Five-Year Program Plan for submission with the university's Long Range Plan on May 31.

5. Each proposing unit included in the Five-Year Plan will submit an annual report on progress in program development to the Academic Council.

We appreciate your commitment to creating and maintaining quality in all academic programs at East Carolina University.
Assessing Readiness to Offer New Degree Programs

Complete Parts One-Five for all programs planned for establishment within the first two years of the Five-Year Plan. Complete Parts One-Three for all programs planned for establishment beyond the first two years of the Five-Year Plan; submit Parts Four-Five when the proposed date of establishment is in two years. [AA weblink tbd]

Part One: Assessing Need for the Program

Need for the Program

- What is the external need for the proposed program? Project the current and future need for graduates with this degree at the regional, state, and national levels.
- What are the expected enrollment patterns for the proposed program over the next five years; what is the enrollment target within five years of establishment? What evidence is there that the proposed program and this unit can attract quality students?

Linkages to Strategic Plans

- How does the proposed program move the university, college, and unit forward in the achievement of its strategic planning objectives?

Impact on other Unit Programs

- What connections are there between the proposed program and existing programs in the unit?
- How will the resource commitments needed and expected enrollments affect existing unit programs?

Comparison to Similar Programs in Other Universities

- What similar programs exist in North Carolina or in neighboring states? How would the proposed program compare in terms of current faculty’s scholarly strengths, anticipated enrollment, quality of anticipated students, and size of expected faculty supporting the program?
- How common is this type of program nationally and what about the proposed program would enable it to particularly stand out from the others? What would it take to become a nationally recognized program in this area?

Accreditation Standards

- Are there accreditation standards or requirements that will affect this program? Is so, describe in detail how the proposed program will meet those standards or requirements.

Part Two: Assessing Readiness of Current Faculty

- Complete the Faculty Information Sheet (attached) for each individual who will serve as a core faculty member, actively involved in delivering the proposed program.
- Provide a summary of faculty readiness in the unit to include the cumulative totals of the following:
  - Number of core faculty at each rank who will be actively engaged in this program.
  - Number of core faculty with experience directing theses/dissertations.
  - Number of scholarly and professional activities related to proposed degree (with emphasis on the past 5 years):
  - Number of publications related to proposed degree.
  - Number of grants & contracts submitted and awarded related to proposed degree.
  - Invited research presentations outside ECU.
  - Patents/disclosures/copyrights.
  - Participation in scholarly collaborations with other universities, laboratories, & centers.
  - Service on related national/international boards or committees.
Part Three: Assessing Adequacy of Instructional / Research Facilities and Personnel to Support the Program

Instructional and Research Facilities
- Describe existing space and specialized equipment to be devoted to the proposed program within the context of the space and equipment currently assigned to the unit/s.
- How will assignment of this space to the proposed program impact existing programs?
- Describe additional facilities or specialized equipment that would be needed over the next five years.
- Describe current holdings in library resources in the proposed program and projected library resources needed to support the proposed program.

Personnel
- What additional personnel would be needed to make the proposed program successful for growth and development over a five-year period?
  - Faculty
  - Post-doc associates
  - Research technicians
  - Graduate assistants
  - Other staff
- What will be needed to recruit such individuals and what is the recruitment market like?

Part Four: Assessing Financial Resources to Support the Program
- Describe existing financial resources to be devoted to the proposed program.
- Describe what additional financial resources would be needed over the next five years and their proposed sources of funding.
- What new financial resources will come to the university based on the projected increase in enrollment?
- Will the program students contribute to the financing of the program through teaching, research, and clinical practice?
- What are your plans for the program if the financial resources anticipated for the program (enrollment, external support, etc.) are 25% lower and 50% lower than expected?

Part Five: Assessing External Support and Collaboration
- List active grants/contracts specifically related to the proposed program.
- Describe existing collaborative efforts related to the proposed program with community or state agencies, other institutions of higher education, federal laboratories or agencies, national centers, or other external organizations.
- How do you plan to use external funding to support the proposed program? To what agencies or programs would proposals be submitted and with what timeframe?
  - What indications are that the proposed program addresses significant problems of stated interest to funding agencies?
  - How well does the proposed program align with state and national initiatives as stated by the indicated governmental agencies?
  - How well does the proposed program align with state and national initiatives as stated by the indicated foundations or other non-governmental sources?
  - What kind of university investments will be needed to leverage external support and over what time period?
<table>
<thead>
<tr>
<th>Program</th>
<th>Proposed Date of Establishm’t</th>
<th>College/School</th>
<th>School / Department</th>
<th>Dean</th>
<th>Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD Curriculum and Instruction</td>
<td>Aug 2006</td>
<td>College of Education</td>
<td>Dept. of Curriculum and Instruction</td>
<td>Marilyn Sheerer</td>
<td>David Powers / Patricia Anderson</td>
</tr>
<tr>
<td>PhD Arts Education</td>
<td>Jan 2006</td>
<td>College of Fine Arts and Communication</td>
<td>School of Art and Design</td>
<td>Jeff Elwell</td>
<td>Richard Tichich</td>
</tr>
<tr>
<td>MS Athletic Training</td>
<td>Aug 2006</td>
<td>College of Health and Human Performance</td>
<td>Dept. of Health Education and Promotion</td>
<td>Glen Gilbert</td>
<td>David White</td>
</tr>
<tr>
<td>PhD Health and Human Performance</td>
<td>Fall 2008</td>
<td>College of Health and Human Performance</td>
<td>Glen Gilbert</td>
<td>Joe Fridgen</td>
<td></td>
</tr>
<tr>
<td>MS Tourism, Leisure, and Hospitality Management</td>
<td>Aug 2006</td>
<td>College of Human Ecology</td>
<td>Dept. of Nutrition and Hospitality Management</td>
<td>Karla Hughes</td>
<td>David Edgell</td>
</tr>
<tr>
<td>MS Information and Computer Technology</td>
<td>Sept 2007</td>
<td>College of Technology and Computer Science</td>
<td>Dept. of Industrial Technology</td>
<td>Ralph Rogers</td>
<td>Biwu Yang</td>
</tr>
<tr>
<td>DTS Doctor of Technology Systems</td>
<td>Fall 2006</td>
<td>College of Technology and Computer Science</td>
<td>Dept. of Industrial Technology / Dept of Computer Science</td>
<td>Ralph Rogers</td>
<td>Paul Kauffmann</td>
</tr>
<tr>
<td>MSS Master of Security Studies</td>
<td>Jan 2006</td>
<td>Harriot College of Arts and Sciences</td>
<td>Dept. of Political Science</td>
<td>Keats Sparrow</td>
<td>Carmine Scavo</td>
</tr>
<tr>
<td>AuD/PhD Doctorate of Audiology / PhD in Communication Sciences and Disorders</td>
<td>Fall 2006</td>
<td>School of Allied Health Sciences</td>
<td>Dept. of Communication Sciences and Disorders</td>
<td>Steve Thomas</td>
<td>Gregg Givens</td>
</tr>
<tr>
<td>Program Name</td>
<td>Year to Submit Permission</td>
<td>To Plan</td>
<td>To Establish</td>
<td>Status-March 2005</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------</td>
<td>---------</td>
<td>-------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>BS English as a Second Language</td>
<td>2003</td>
<td>2004</td>
<td></td>
<td>Withdrawn</td>
<td></td>
</tr>
<tr>
<td>BS Engineering</td>
<td>2002</td>
<td>2004</td>
<td></td>
<td>Established fall 2004</td>
<td></td>
</tr>
<tr>
<td>BS Mathematics</td>
<td>2003</td>
<td>2004</td>
<td></td>
<td>Established fall 2004</td>
<td></td>
</tr>
<tr>
<td>BA Geology</td>
<td>2003</td>
<td>2004</td>
<td></td>
<td>Denied by UNC-OP</td>
<td></td>
</tr>
<tr>
<td>BS Sports Studies</td>
<td>2004</td>
<td>2005</td>
<td></td>
<td>Req to Establish under review at OP</td>
<td></td>
</tr>
<tr>
<td>MAEd Birth to Kindergarten</td>
<td>2003</td>
<td>2004</td>
<td></td>
<td>Established fall 2004</td>
<td></td>
</tr>
<tr>
<td>MA Communication with emphasis in Health Communication</td>
<td>2003</td>
<td>2004</td>
<td></td>
<td>Intent to Plan filed with OP</td>
<td></td>
</tr>
<tr>
<td>MS Construction Management</td>
<td>2003</td>
<td>2004</td>
<td></td>
<td>Intent to Plan filed with OP</td>
<td></td>
</tr>
<tr>
<td>MA Economic Development</td>
<td>2004</td>
<td>2005</td>
<td></td>
<td>Withdrawn</td>
<td></td>
</tr>
<tr>
<td>MS Athletic Training</td>
<td>2004</td>
<td>2005</td>
<td></td>
<td>In development</td>
<td></td>
</tr>
<tr>
<td>MAT Birth to Kindergarten</td>
<td>2004</td>
<td>2005</td>
<td></td>
<td>In development</td>
<td></td>
</tr>
<tr>
<td>DPT Physical Therapy</td>
<td>2004</td>
<td>2005</td>
<td></td>
<td>OP granted permission to establish Fall 2005</td>
<td></td>
</tr>
<tr>
<td>PhD Health Psychology</td>
<td>2003</td>
<td>2004</td>
<td></td>
<td>OP granted permission to plan; working on proposal to establish</td>
<td></td>
</tr>
<tr>
<td>PhD Technology</td>
<td>2003</td>
<td>2004</td>
<td></td>
<td>OP denied permission to plan; coordination with BSOM on cooperation between Biology, IDPBS, and Graduate School</td>
<td></td>
</tr>
<tr>
<td>PhD Integrative Biological Sciences</td>
<td>2003</td>
<td>2004</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PhD Arts Education</td>
<td>2003</td>
<td>2005</td>
<td></td>
<td>Returned by APD to unit with suggestions for revision</td>
<td></td>
</tr>
<tr>
<td>PhD Molecular Proteomics</td>
<td>2004</td>
<td>2006</td>
<td></td>
<td>Withdrawn</td>
<td></td>
</tr>
<tr>
<td>PhD Public Policy</td>
<td>2004</td>
<td>2005</td>
<td></td>
<td>In development</td>
<td></td>
</tr>
<tr>
<td>PhD Curriculum and Instruction</td>
<td>2004</td>
<td>2005</td>
<td></td>
<td>In development</td>
<td></td>
</tr>
<tr>
<td>PhD Health &amp; Human Performance</td>
<td>2004</td>
<td>2006</td>
<td></td>
<td>In development</td>
<td></td>
</tr>
<tr>
<td>DMA Vocal Health and Vocal Performance</td>
<td>2004</td>
<td>2005</td>
<td></td>
<td>Withdrawn</td>
<td></td>
</tr>
<tr>
<td>OTD Doctor of Occupational Therapy</td>
<td>2007</td>
<td>2008</td>
<td></td>
<td>Withdrawn</td>
<td></td>
</tr>
<tr>
<td>PhD Applied Health Sciences</td>
<td>2007</td>
<td>2008</td>
<td></td>
<td>Withdrawn</td>
<td></td>
</tr>
<tr>
<td>PhD Business</td>
<td>2007</td>
<td>2008</td>
<td></td>
<td>Withdrawn</td>
<td></td>
</tr>
</tbody>
</table>
## REQUESTED ADDITIONS TO THE 5-YEAR PLAN and DE PROGRAMS IN DEVELOPMENT

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Year to Submit</th>
<th>To Plan</th>
<th>To Establish</th>
<th>Status-November 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS Security Studies (AS)</td>
<td>2004</td>
<td>2005</td>
<td>In development</td>
<td></td>
</tr>
<tr>
<td>MS Tourism Studies (HE)</td>
<td>2004</td>
<td>2005</td>
<td>In development</td>
<td></td>
</tr>
<tr>
<td>MS Software Engineering (TCS)</td>
<td>2004</td>
<td>2005</td>
<td>Intent to Plan filed with OP</td>
<td></td>
</tr>
<tr>
<td>MS Facilities Management (TCS)</td>
<td></td>
<td></td>
<td>DE program</td>
<td></td>
</tr>
</tbody>
</table>

### Campus-based programs adding DE program:

- **BSBA General Business**
  - Concentration approved on campus;
  - DE delivery established fall 2004

- **BS Hospitality Management**
  - Established 2004

- **MAEd Elementary Education (Dare Co)**
  - Established 2004

- **EdS in Educational Leadership and Sup (Internet)**
  - Established 2005

- **MS Social Work (Craven Co)**
  - Established 2004

- **MA Heath Education**
  - Under review at OP

- **MAEd Business Education**
  - Established 2004

- **BS Special Ed (Craven, Wayne and Edgecombe Counties)**
  - Established 2004

- **BS in Elementary Education (Wayne Co)**
  - Established 2004

- **MAEd Reading Ed (Granville Co)**
  - Established 2005

- **MA English w/conc in Multicultural Literature (Belize)**
  - Established 2005

- **BSBE Business Education with concentration in Communication Tech.**
  - Intent to Plan sent to OP

### DE programs adding campus-based program:

- **BS Health Services Management**
  - Planned for 2006; program currently online because of lack of space
Existing Doctoral Programs:

EdD in Educational Leadership
Department of Educational Leadership, College of Education
Lynn Bradshaw, bradshawl@mail.ecu.edu

PhD in Anatomy and Cell Biology
Department of Anatomy and Cell Biology, Brody School of Medicine
Ronald Dudek, dudekr@mail.ecu.edu

PhD in Biochemistry
Department of Biochemistry, Brody School of Medicine
George Kasperek, kasperekg@mail.ecu.edu

PhD in Bioenergetics
Department of Exercise and Sports Science, College of Health and Human Performance
Peter Farrell, farrellp@mail.ecu.edu

PhD in Biomedical Physics
Department of Physics, Thomas Harriot College of Arts and Sciences
Larry Toburen, toburenl@mail.ecu.edu

PhD in Interdisciplinary Biological Sciences
Department of Pathology, Brody School of Medicine
Donald Hoffman, hoffmand@mail.ecu.edu

PhD in Coastal Resources Management
Coastal Resource Management Program, Graduate School
Lauriston King, kingl@mail.ecu.edu

PhD in Communication Sciences and Disorders
Department of Communication Sciences and Disorders, School of Allied Health Sciences
Monica Hough, houghm@mail.ecu.edu

PhD in Medical Family Therapy (starting fall 2005)
Department of Child Development and Family Relations, College of Human Ecology
Cynthia Johnson, johnsoncy@mail.ecu.edu

PhD in Microbiology and Immunology
Department of Microbiology and Immunology, Brody School of Medicine
Richard Franklin, franklinr@mail.ecu.edu
PhD in Nursing  
School of Nursing  
Martha Alligood, alligoodmar@mail.ecu.edu

PhD in Pharmacology  
Department of Pharmacology and Toxicology, Brody School of Medicine  
M. Saeed Dar, darm@mail.ecu.edu

PhD in Physiology  
Department of Physiology, Brody School of Medicine  
Mike VanScott, vanscottmi@mail.ecu.edu

PhD in Rehabilitation Counseling and Administration (starting fall 2005)  
Department of Rehabilitation Studies, School of Allied Health Sciences  
Paul Alston, alstonp@mail.ecu.edu

PhD in Technical and Professional Discourse  
Department of English, Thomas Harriot College of Arts and Sciences  
James Holte, holtej@mail.ecu.edu

DPT in Physical Therapy (starting fall 2005)  
Department of Physical Therapy, School of Allied Health Sciences  
Denis Brunt, bruntd@mail.ecu.edu

MD Medicine  
Brody School of Medicine  
Cynda Johnson, johnsoncyn@mail.ecu.edu

**Permission to Plan:**

PhD in Health Psychology (permission to establish in campus review)  
Department of Psychology, Thomas Harriot College of Arts and Sciences  
Larry Bolen, bolenl@mail.ecu.edu

**Support Staff:**

Paul Tschetter, tschetterp@mail.ecu.edu  
Graduate School

Rita Reaves, reavesr@mail.ecu.edu  
Academic Affairs

Scott Snyder, snyders@mail.ecu.edu  
Thomas Harriot College of Arts and Sciences
March 2005
ECU Police Department - Update

East Carolina University Police Department is effectively functioning as a campus security unit. There are ongoing plans for staff development, mentoring, sensitivity training and new campus/community engagement opportunities. The ECU Police Department has undergone reorganization and key personnel have been reassigned to duties better suited for their skill and training (see attachment one). New to the organizational structure are the reestablishment of an Assistant Chief of Police, and Career Development positions. These positions are essential if we are to achieve our goal of obtaining accreditation. This accomplishment will signal we are meeting all local, state, and national standards.

Campus safety is recognized as a priority and as such, a new “Campus Safety Department” (see attachment two) has been established to improve protection against campus crime. Additionally, this department will inform and alert the campus community - students, staff, and faculty, to any and all issues threatening campus safety. Further, the campus safety department will promote ECU’s commitment to provide a safe environment in which to learn, live and play through ongoing and regular educational programs and awareness seminars.
Department of Campus Safety

New Department: Campus Safety

This new department will develop and implement safety awareness and educational programs for campus. The program will provide crime prevention, safety workshops and forums on a regular schedule to the campus community. This will include:

- Residence hall safety and security programs
- Crime prevention workshops
- Student patrol programs
- Safe Ride program
- Student neighborhood relations
- Campus Safety Committee
- Parents Council
- “Blue Light” emergency program
- Escort service program
- New student orientation

Organizational Chart for Campus Safety

Staffing

The following will be on assignment from the ECU Police Department and will be working full-time with the new Campus Safety Department.

- JP Smith will direct and coordinate Campus Safety
- Amy Davis – Crime Prevention Sergeant (job description will not change)
- Annette Parker - Administrative Assistant II (job description will not change)

Effective Date: March 1, 2005 for Captain Smith, mid-March for Davis and Parker

Location: Aycock Residence Hall on a temporary basis, then move to Garrett basement (estimated move date is August 2005)

Vehicles: Campus Safety will be assigned 1-2 vehicles

Diversity Training: Required for all employees in ECU Police Department and ECU Campus Safety