LSC Use Only No: LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
	10-77	App- 4/5/11	App 4/19/11

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Communications Media Department	Phone 724-357-2492

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)

_____New Course   _____Course Prefix Change   _____Course Deletion

_____Course Revision   _____Course   Number   and/or   Title   _____Catalog Description
                          Change   Change

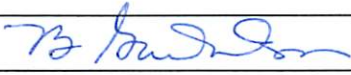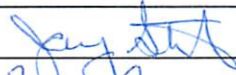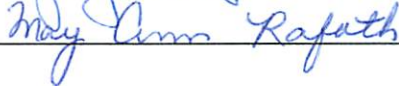| _Current_ *Course prefix, number and full title*	_Proposed_ *course prefix, number and full title, if changing*

2. Additional Course Designations: check if appropriate

_____ This course is also proposed as a Liberal Studies Course.

_____ This course is also proposed as an Honors College Course.

_____ Other: (e.g., Women's Studies, Pan-African)

3. Program Proposals

_____New Degree Program   _____Catalog Description Change   _____Program Revision

_____New Minor Program   _____Program Title Change   X ____Other

          _____New Track   **Online Degree Completion**

Current *program name*	_Proposed_ *program name, if changing*

4. Approvals		Date
Department Curriculum Committee Chair(s)	73 Boudton	2-14-11
Department Chair(s)	Burt P Oualt	2/14/11
College Curriculum Committee Chair	Jay	2/14/11
College Dean	May Ann Rafoth	
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	Gail Sechrist	4-5-11

* where applicable

Received

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Liberal Studies

Proposal to Deliver the Bachelor of Science in Communications Media Via Distance Education Technology

1. <u>Cover Sheet</u>

   Please see Attached.

2. <u>Introduction</u>

   The Communications Media Department has experienced an increased demand for an online degree completion option for its Bachelor of Science degree in Communications Media. To meet this demand, the faculty have spent the last three years working with David Porter, the university's Online Learning Specialist, adapting selected courses from the Communications Media major for online delivery and developing additional online course offerings. These efforts have resulted in the development of online versions of the Communications Media core and a sufficient number of writing-intensive, production, and elective offerings to deliver the program as a degree completion option. There is sufficient evidence to believe this option would be viable for students whom the program has lost through attrition and others, such as military personnel, who have gathered sufficient liberal studies credits to make degree completion possible.

   a. <u>Programmatic Changes</u>

      The online Communications Media program does not radically change the spirit or content of the major. The courses presented as part of this degree completion program represent a fairly typical program of study for our traditional students. While degree completion program courses make use of distance education technologies (e.g., Learning Management System (LMS) discussion forums, assignment submission tools, online testing, proctored exams, and Flash video) for delivery and activities, they utilize the same theoretical and conceptual foundations as in-seat courses.

      Program advising and support will continue to be conducted by faculty and will be supplemented through the use of online resources. Students will be able to contact faculty during office hours via telephone and e-mail. Additionally, a persistent LMS course will be made available to all online Communications Media students, providing them a central location from which to download department forms, conference with an advisor via Wimba, and interact with other students via discussion forums.

They will also, through this medium, receive programmatic updates and department news.

b. Long-Range Plan

The Communications Media Department feels strongly that offering the undergraduate program for degree completion adequately meets the long-term distance education goals of its potential online audience. Should the IUP faculty decide to offer the undergraduate liberal studies program online at some point in the future, we would then carefully consider whether or not it is in our students' best interest to offer the entire degree online.

Additionally, the department feels that it can deliver this program without additional funds so long as total enrollment for the bachelors degree does not grow 5% or more over Fall 2010 levels (estimated at 600 students).

Should the online program require courses with low enrollments, the program will work with the administration to offer the courses via alternative means such as Article 27 contracts or individualized instruction.

c. Program Audience

As stated before, this proposal is aimed at meeting the needs of various audiences such as students who have not completed the program due to attrition and those whose personal circumstances; military, professional sports, & major life changes; have prevented them from completing a bachelor's degree. The Communications Media Bachelor's of Science degree is uniquely suited to meet these needs as it offers, in addition to the liberal studies program, up to 27 credits of out-of-department and free electives. This flexibility allows potential students to transfer in a wide array of credits.

One potential audience for this degree completion program are those students we have lost through attrition. The Communications Media undergraduate enrollment averages around 600 students. Of those, approximately 400 of them will graduate with the Bachelor of Science in Communications Media. An average of 140 of them will transfer to another department or university prior to graduation. This means that approximately 60 students of the total enrollment at any given time will not graduate with any degree but, instead, will leave the university with some earned credits. The university retains

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contact information with most of these students and a targeted marketing campaign could entice some of students to return to IUP, via distance education, to complete their Bachelor's degree.

This analysis is limited to those students who, at one time, were majoring in Communications Media and did not transfer to another major or university. Again, because of the program's high number of electives, this degree could be attractive to those students lost through attrition who partially completed other majors at IUP.

The Communication Media Department's program is ideally suited for military personnel who, throughout their careers, have accumulated a disparate collection of courses, many of which match our liberal studies requirements or fit within the out-of-department or free elective categories. These individuals will be attracted to a program that allows them to utilize the credits they have already earned while completing the degree from a remote location.

According to a review of the relevant literature by Saba (2005), the U.S. military is one of the largest consumers of distance education in the world. Our armed services have developed numerous programs for connecting military personnel with online programs at universities throughout the country and beyond. Part of our marketing plan will be to work with these existing efforts so that IUP is a prominent option for men and women in the service.

The Communications Media Department will work with the administration to develop an admissions process that enables the department to identify online students and meet their particular needs.

3. Method of Delivery

    a. Faculty

The Communications Media Department's faculty are experienced in the online learning modality. More than half the departmental faculty have taught online courses. Additionally, faculty members teach communications and instructional technology courses as part of the Master's in Adult Education and Communications Technology (AECT) and the Ph.D. in Communications Media and Instructional Technology (COMIT) (including courses on the design and implementation of distance

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education), making them uniquely qualified in the areas of technology and learning. Faculty members have been actively involved in the development of the online courses and have worked collaboratively with IUP's Online Learning Specialist, David Porter.

In order to facilitate contact with the faculty, each course will offer a "Course Questions Forum" where students are permitted to post questions related to course content, thus allowing faculty to host an asynchronous question and answer "session" with the entire class throughout the semester. To allow students to address individual needs, each instructor will be expected to actively monitor their individual email accounts. These two technologies will permit students, especially those in significantly different time zones, to interact with faculty throughout the course.

b. Course Schedule

Online sections, including elective, production, and writing-intensive courses, will be offered with enough regularity to accommodate degree-completion enrollments. However, courses in the Communications Media career preparation sequence, required of all majors (COMM 395: Career Planning in Communications Media, COMM 475: Senior Portfolio Presentation, and COMM 493: Internship), have traditionally been offered only in set semesters to accommodate summer internships. Thus these courses will only be offered as follows:

COMM 395	Fall Semesters Only
COMM 475	Spring Semester Only
COMM 493	Summer Sessions Only

This sequence and the scheduling of these courses will not change for the online program. The number of online course sections offered each semester will be driven by degree completion enrollments. To assure full sections, enrollments in online courses will be opened to on-campus students only after degree-completion students have registered.

The department recognizes that online students may require internships geographically distant from the university. This is actually already an issue the department deals with on a regular basis and is equipped to handle.

The university currently offers approximately 40 undergraduate distance education courses per semester. The designated adviser

will work with online students to select out-of-department electives that fulfill program requirements and provide each student with education that is tailored to their individual career goals.

c. Advising of Students

Advising of students will be carried out through appointment with a designated faculty adviser. As mentioned previously, students will have access to their advisor through contact via telephone and e-mail during office hours and by appointment. Actual advising will be primarily facilitated through a persistent LMS course in which students can access the necessary advising forms. Advising sessions held via technology such as Wimba will be scheduled by appointment only to ensure confidentiality. The designated adviser's advisee load would be adjusted accordingly.

Developing professionalism is an integral part of the Communications Media's core program. The Communications Media Department's career preparation sequence has been designed to facilitate professional development. Online students will still be required to complete to complete these courses as outline previously.

Additionally, the designated adviser would schedule a meeting with each new student for the purpose of providing an orientation to the program and ensure that the student has access to the appropriate technology to complete the program.

d. Outcomes Assessment

The Communications Media Department regularly collects program-level data as part of the College of Education and Educational Technology's ongoing National Council for Accreditation of Teacher Education (NCATE) accreditation process. Faculty members are required to enter data into the college's Key Assessment Ratings System (KARS). While this data is not used for NCATE accreditation, it is used for the assessment of the current resident program. Likewise, data from the online sections will be collected and used for the assessment of the online program.

e. Statement of Compliance with CBA

The proposal should comply with the relevant distance education article in the Collective Bargaining Agreement and the University Wide Undergraduate Curriculum Handbook.

4. Impact of Program

    a. Demand

The potential market for online learning is increasing and is expected to continue to grow through 2018. For the sixth consecutive year, educational institutions have reported an increase (16.9%) in the number of students taking at least one course online, and 82% of these students are taking courses at the undergraduate level (Allen & Seaman, 2009). Enrollments in postsecondary degree-granting institutions are projected to increase between 9% and 17% through 2018 with the anticipated growth highest among women, students age 25-34, and students seeking to attend school full time (Hussar & Bailey, 2009). Gender and age projections show signs of remaining consistent with the current demographic make-up of online learners. Noel-Levitz (2009) found 68% of the online learners in their sample to be female, and 32% of the learners to be 25 to 34 years old. Eighty-one percent (81%) of the students surveyed also were primarily taking their courses online.

Allen, I.E. & Seaman, J. (January 2010). Learning on demand: Online education in the United States, 2009. Needham, MA: Sloan-C. Retrieved from http://www.sloan-c.org/publications/survey/pdf/learningondemand.pdf.

Hussar, W.J. & Bailey, T.M. (September 2009). Projections for education statistics to 2018. Washington, D.C.: National Center for Education Statistics. Retrieved from http://nces.ed.gov/pubs2009/2009062.pdf.

Noel-Levitz. (2009). The 2009 national online learners priorities report. Coralville, Iowa: Noel-Levitz. Retrieved from https://www.noellevitz.com/NR/rdonlyres/1CB71B9D-5E9A-42CB-A757-AB6DFA69889F/0/NatSatisfactionReportOnlineLearners09.pdf.

Saba, F. (2005). Critical issues in distance education: A report from the United States. *Distance Education, 26*(2). 255-272.

    b. Impact on Existing Major

The Communications Media Department agrees with other already-approved undergraduate online programs that students enrolled in the proposed online program should get priority when scheduling for online course sections. This will be accomplished by designating online sections as permission only. When the department feels that all online degree students have registered, only then will the department open the sections for other students.