Request for Authorization to Establish
Master of Science (M.S.) in Instructional Technology and Design
CIP 13.0501
The University of North Carolina Greensboro

I. Program Highlights

- The University of North Carolina at Greensboro proposes the establishment of a Master of Science in Instructional Technology and Design.
- The program prepares teachers, instructors, and trainers to use technology to design, deliver, and assess top-quality, accessible learning and development across industries including academia, government, military, nonprofits, and the private sector. The program aims to expand instructional design to fields outside of traditional educational environments, model best practices in design, development, and assessment, and use the best technologies to ensure teaching and learning is accessible to all.
- The proposed program stands to advance core goals of the mission and vision of UNC Greensboro. The curriculum prepares students to teach and learn across industries, meets student needs for online program offerings, and provides innovative approaches to meeting social and economic challenges related to education and technology.
- Instructional design positions have never been more prevalent in the job market than they are post-covid. Designing online instruction and training has become a high priority for all types of organizations, including the military, corporations, non-profits, universities and colleges, and K-12 systems. The pandemic taught organizations about the need to be well-positioned to pivot institutional training and learning to online environments in times of crisis. It also illustrated how efficient and effective online education is for sectors including and beyond education.
- The creation of effective online education – whether for K-12, industry, or higher education – requires expertise in instructional technology and design (ITD).
- As more institutions move to take advantage of the potential benefits of online education, the need for experts in ITD continues to grow. Experts speculate there are not enough instructional designers to fill current needs. The Bureau of Labor Statistics predicts the job market will grow eight percent through 2031, resulting in nearly 37,000 openings each year — higher than average growth. At the state level, experts forecast employment for training and development specialists will grow 12 percent in North Carolina by 2028 — and 11 percent nationally by the end of the decade.

II. Academic Program Planning Criteria (UNC Policy 400.1)

1. **Relation to Campus Distinctiveness and Mission.** Aspects of this program relevant to the UNC Greensboro Strategic Plan include commitment to increasing enrollment of low-income and rural students and increasing the credentials earned related to K-12 education. The following University of North Carolina System-defined goals pertain to this program: 1) UNCG will increase enrollment of low-income (Pell grant eligible, in-state) students; 2) UNCG will increase enrollment of rural students (in-state, from a Tier 1 or 2 county); and 3) UNCG will increase the numbers of credentials earned in STEM fields, health sciences, and K-12 education. The program's online modality and affordability will increase access for rural and low-income students.

2. **Student Demand.** As of fall 2021, the existing M.Ed. with Instructional Technology focus enrolled 25 students, reflecting strong student demand. The new degree program is expected to continue to draw the same population of students interested in instructional technology and design in the K-12 context. Additionally, consultation with other programs revealed those that expanded curricular coverage to

prepare students for a wider variety of professional environments (including NC State University, University of North Carolina at Charlotte, and University of North Carolina Wilmington) were typically thriving. The new degree program will help attract a broader population of students who are interested in practicing instructional design beyond K-12 contexts.

3. **Employment Opportunities for Graduates.** Graduates of the program will be well-equipped to pursue multiple in-demand careers such as training and development specialists/managers, instructional coordinators, technical trainers, curriculum and instructional designers, and directors of training and development. The Bureau of Labor Statistics reported that job opportunities for training and development specialists and instructional coordinators are expected to grow at higher-than-average rates from 2020-2030: 11 percent and 10 percent, respectively.

   According to ONet, nationally, instructional coordinators earn a median salary of $63,740. Within North Carolina, instructional coordinators earn a median salary of $60,560. Training and development specialists earn a similar median salary, approximately $60,000. North Carolina is expected to add 650 instructional coordinator positions and 1,250 training and development specialist positions by 2030. Career One Stop forecasts 55,600 positions across both job titles that are expected to be available nationally. Graduates of the program are qualified for a range of positions, and many will be qualified for above entry-level positions due to previous experience. Higher level instructional design positions (e.g., at the manager-level) have an average salary in North Carolina of $114,560 and can earn up to $120,130 nationally.

4. **Impact on Access and Affordability.** The program requires 30 credits to complete. The annual, full-time tuition rate is $5,219 for in-state students and $18,937 for out-of-state students. Compared with similar programs offered in the UNC System, the program is one of the least expensive graduate programs in the state. The typical North Carolina salary a graduate of this program might earn is approximately $60,000. However, depending on their previous experience, they could earn $100,000 or higher. Based on this salary, it is estimated a graduate would be able to recoup the cost of the degree after two years.

   UNCG is not requesting any program-specific fees or tuition differential for this program. Tuition and fees for the 2022-23 AY full-time (12+ credit hour) rates are as follows:

   Full-Time 2022-2023 Distance Education Graduate Tuition and Fees per Year (In Dollars)

Category	NC Resident		Non Resident
Tuition	5,219		18,937
Tuition Differential	--		--
Mandatory Fees (Educational & Technology, Security, ASG)	522.00		522.00
Special Fees	--		--

5. **Expected Quality.** UNCG LIS employs synchronous online delivery for most of its courses using video conferencing software to ensure that students have real-time interactions with faculty and peers. Consistent with highly ranked ID programs across the country, the program's curriculum addresses the following major themes: (1) instructional design foundations, (2) the design process, (3) trends and emerging issues, and (4) real-world opportunities via capstone/internship and portfolio development. To complete their 30 hours students are required to complete three core courses and two leadership courses, as well as selected electives. In addition to the major themes, the program also emphasizes equity and accessibility considerations in design and learning across course offerings.

6. **Faculty Quality and Number.** Faculty must possess an earned doctorate in instructional design/educational technology or a closely related field, or should have a master's in instructional design/educational technology. In addition to this, faculty will be required to have at least five years' work experience in the field, plus criteria for excellence in one of five areas including teaching excellence, research, or special licensures/certifications.

   UNCG faculty have over 125 years combined experience offering graduate education online. They are campus leaders in innovative distance learning delivery with nationally-ranked, high quality programs (MLIS #23 and School Library Media #8). Annual conferences are centered on these online modalities allowing faculty to undergo continuous development in this area. UNCG also requires faculty who teach online to engage in initial and subsequent training and development.

7. **Relevant Lower-level and Cognate Programs.** UNCG offers a 12-credit hour certificate in instructional design that provides a pathway into the full master's degree.

8. **Availability of Campus Resources (library, space, etc.)** Existing campus physical spaces and infrastructure are adequate to support the program and its projected growth to 60-80 students. No new space will be required since the program is already offered under a different degree name and is 100 percent online.

   Due to the well-established B.S., M.A., and Ph.D. programs in the School of Education, the libraries have a comprehensive collection of materials to support the new program. The libraries' collections consist of more than 1.2 million print monographs, over 620,500 federal and state documents, more than 300,000 microforms, and 49,000 audio units. The libraries provide access to more than 50,000 serial titles, of which over 45,000 are electronic journals. In recent years, the number of electronic books (e-books) has increased substantially, with over 370,000 accessible online. UNCG users are able to access more than 650 electronic databases, including Education Source, Proquest Education, Science Direct, ERIC, Education in Video, LISTA (Library, Information Science, and Technology Abstracts), and major social science data resources such as ICPSR and Roper Center. In addition to collections, UNCG libraries have an education librarian who specializes in resources for education disciplines. The department works with the libraries to keep collections up-to-date, and the department has an annual budget available to request books or other materials to be added to the collection.

I

   Existing Programs (Number, Location, Mode of Delivery). There are seven similar programs offered in the UNC System. Five of the programs, including the Master of Arts in Media, Technology and Learning Design at Appalachian State University, Master of Educational Technology at North Carolina Central University, M.Ed. in Training and Development at NC State University, M.A. in Educational Innovation, Technology, Entrepreneurship at University of North Carolina at Chapel Hill, and Master of Science in Instructional Technology at University of North Carolina Wilmington, are offered both online and face-to-face. The Master of Science in Instructional Technology at East Carolina University is only offered online and the M.Ed. in Educational Leadership focused on Learning, Design, and Technology in Higher Education at University of North Carolina at Charlotte is only offered face-to-face.

9. **Potential for Unnecessary Duplication.** Although similar degrees are offered in the UNC System, many of the programs are K-12 focused. Most programs are delivered asynchronously. Since synchronous delivery is a niche for LIS instructional delivery, UNCG can bring the same expertise to this degree. The proposed program has a unique focus on instruction for diverse learners and accessibility in the online environment.

UNCG has smaller class sizes and more student-centered attention in the program. Additionally, program directors across the System have been alerted to the fact that this curriculum is already offered currently at UNCG under the M.Ed. degree title and is not a new curricular offering for UNCG.

10. **Feasibility of Collaborative Program**. UNCG is open to opportunities to work collaboratively to make unique courses available. Increased collaboration, in a more formal way, is welcomed.

III.   Summary of Review Processes

1. **Campus Review Process and Feedback.** UNCG department faculty, School Curriculum Committee, and university-wide curriculum committees, as well as the dean of the school and the provost, reviewed and approved the request. The program proposal was reviewed and approved by the UNCG chancellor prior to submission to the University of North Carolina System Office.

2. **UNC System Office Review Process and Feedback.** Throughout the review process, UNCG provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made.

IV.   Recommendation

The recommendation is that the University of North Carolina Board of Governors approve the request from UNCG to establish the Master of Science (MS) in Instructional Technology and Design (CIP 13.0501) effective fall 2023.

Request for Authorization to <u>Establish</u>
Doctor of Nursing Practice (DNP)
CIP 51.3818
The University of North Carolina at Pembroke

I.   **Program Highlights**

- The University of North Carolina at Pembroke proposes the establishment of a Doctor of Nursing Practice (DNP) with a Population Health focus.
- Access to health care is a documented problem in impoverished rural communities. The DNP with a Population Health focus identifies facilitators and barriers to effective health care delivery at the macrosystem level. The result is a more effective use of resources and positive impacts on resource utilization and health outcomes at the individual, aggregate, and community levels. Bringing the DNP in Population Health degree to UNC Pembroke has the potential to improve population health, individual patient experiences, and health outcomes.
- The DNP is an innovative academic program that celebrates the university's unique heritage and history as a minority serving institution through local community, regional, state, and national engagement. The proposed DNP will support the mission of the college, university, and University of North Carolina System. The program will provide curricular content, learning activities, and scholarship opportunities designed to improve health and wellness outcomes and the quality of life for individuals, families, and communities. The program will enhance the intellectual, cultural, economic, and social life of the region as stated in the UNCP mission and address the needs of individuals and society in accordance with the UNC System's mission.
- The proposed DNP will enhance the university's ability to provide additional graduate educational opportunities and prepare students for rewarding careers, postgraduate education, leadership roles, and fulfilling lives. The program will enable the university to play a vital role in addressing the shortage of health care professionals in an underserved area of the state and make a lasting contribution to improving health outcomes in a rural population.
- Graduates of the DNP in Population Health will serve as program directors, service providers, educators, and leaders who provide oversight to planning, directing, and implementing evidence-based population health programs at the local, state, or national level. Through the rigor of a doctoral education, UNCP students will be conspicuously present in high profile organizations in the public and private sector.

II.   **Academic Program Planning Criteria (UNC Policy 400.1)**

1. **Relation to Campus Distinctiveness and Mission.** The College of Health Science (CHS) at UNCP was established in 2018 in response to the findings of a legislative study (N.C.S.L. 2017-57) conducted on behalf of the university and the University of North Carolina Board of Governors. The new CHS was formed to address the specific needs of the university's service region by building upon the infrastructure of existing UNCP health-related programs. One of the identified high need health care areas is nurses. According to the *North Carolina Nursing Supply and Demand Study* authored by The Cecil G. Sheps Center for Health Services Research at the University of North Carolina at Chapel Hill in partnership with the North Carolina Board of Nursing, significant shortages in the nursing workforce are anticipated by the year 2033. Graduates of the proposed UNCP DNP program will be poised to contribute to mitigating these shortages.

2. **Student Demand.** Demand for the DNP degree has been growing regionally and nationally. DNP programs are now available in all 50 states plus the District of Columbia. From 2018 to 2019, the number of DNP graduates increased from 7,039 to 7,944. According to the American Association of Colleges of Nursing (2022), there were 384 active DNP programs in the United States in 2020. The number of enrolled DNP students increased from 6,599 in 2010 to 35,755 in 2020. There were 826 applications to DNP programs at UNC System institutions for the 2021-22 academic year. Of these, only 350 were admitted, leaving 476 applicants who were turned away. From 2018 to 2021, an average of 190 students graduated with a DNP from UNC System institutions each year. Two needs assessment surveys conducted among UNCP nursing graduates, current students, and affiliated community college educational partners in 2021 and 2022 indicate that there would be substantial interest in attending the DNP program in Population Health if it were offered at UNCP.

3. **Employment Opportunities for Graduates.** According to the U.S. Bureau of Labor Statistics, the need for advanced practice nurses, which includes Doctor of Nursing Practice (DNP) nurses, is expected to grow by 45 percent by 2029. This is much faster than the national average of other healthcare-related professions. Candidates with an earned DNP qualify for positions as nurse educators, senior academic leaders, and senior leadership positions in care settings. The nurse leader or educator with a DNP in Population Health degree qualifies for positions as nurse leaders (supervisors, head, or charge nurses) in hospitals or clinics, quality improvement managers, infection prevention specialists, healthcare informatics nurses, clinical nurse educators, clinical nurse Researcher, community health nurses, university professors, and policy makers.

4. **Impact on Access and Affordability.** A student of nursing at UNCP can enter a clear educational pathway from a directed program in a community college to the Bachelor of Science in Nursing degree, to the Master of Nursing degree, which leads seamlessly to the terminal degree of the Doctor in Nursing Practice in Population Health. The median amount of student loan debt anticipated by graduate nursing students upon program completion is between $40,000 and $54,999. The cost of an online DNP degree at a private university in North Carolina is currently $136,012.00 for the total 74 minimum credit units (Duke University, 2021). In addition, federal student loan forgiveness programs for nurses offer financial assistance in exchange for work commitments in underserved communities or in the public sector. The nursing federal loan forgiveness programs will reduce the overall monies owed if a federal loan is taken out and paid back over a 10-year period.

    In January 2024, UNCP will request a $1,000 tuition differential for this program. Approval of the proposed tuition differential is handled separately through the annual tuition and fee process. Tuition and fees for full time full-time (9+credit hour) students are as follows:

Full-Time 2022-2023 Graduate Tuition and Fees per Year (In Dollars)

Category	Resident	Non-Resident
Tuition	$4,280	$17,339
Tuition Differential (to be requested January 2024)	$1,000.00	$1,000.00
Mandatory Fees (Athletics, Student Activities, Health Services, Educational & Technology, Campus Security, Debt Service, ASG)	$2,494.76	$2,494.76

Special Fees	--	--

5. **Expected Quality.** The degree will consist of 35 semester credit hours of required coursework and will take six semesters to complete. The DNP program will be offered primarily online with guided opportunities for regional experiences to ensure timely graduation and achievement of educational goals. A total of 1,000 post-baccalaureate clinical hours is required, 500 of which can be from a master's level program. Voluntary accreditation through the Commission on Collegiate Nursing Education (CCNE) will be a directed goal for the new doctoral program. UNCP has two mobile clinics which help to provide nursing care to remote populations and a telehealth lab that allows for interprofessional communication to provide learning opportunities for students and services for the community, region, and state.

6. **Faculty Quality and Number.** The DNP is a professional practice degree. The 14 current faculty who will teach in the UNCP DNP all have a terminal degree in nursing in addition to many other post-doctoral credentials. The faculty will have extensive clinical practice and teaching experience in addition to research experience, research funding, publications, and experience directing student research. Over the first four years of the program, the university will hire three new faculty members and a program director who will be a faculty member.

7. **Relevant Lower-level and Cognate Programs.** The McKenzie-Elliott School of Nursing offers BSN and MSN degrees. The BSN includes a traditional Pre-licensure BSN program, Accelerated Pre-licensure BSN Program, and RN-BSN program. The traditional pre-licensure BSN option is four academic years in length and encompasses lower-division coursework in liberal arts and nursing prerequisites and upper division coursework in the nursing major. The length of the accelerated BSN option is three full semesters plus the summer and is for students admitted to the baccalaureate nursing program at the upper division level. The RN-BSN completion option is designed for registered nurses who wish to earn the baccalaureate nursing degree. The MSN has specialty tracks in nursing education, clinical nurse leader, and clinical prevention and population health. The proposed DNP curriculum builds upon the MSN competencies and domains required by CCNE for national accreditation.

8. **Availability of Campus Resources (library, space, etc.)** The DNP will be housed in the Weinstein Health Sciences Building. Opened in 2012, this 87,000-square foot allied health building houses the McKenzie-Elliott School of Nursing. No new square footage will be required in the first 10 years of the program's operation. Due to the online modality of instruction, existing infrastructure on campus will not require new construction or conversion of existing space. The Mary Livermore Library has holdings which will need minimal expansion to support the instructional and research needs of the DNP. The library has online services to aid students in research and resource acquisition.

9. **Existing Programs (Number, Location, Mode of Delivery).** Within the UNC System, seven institutions offer a DNP degree (CIP 51.3818). These are The University of North Carolina at Chapel Hill, East Carolina University, University of North Carolina at Charlotte, The University of North Carolina at Greensboro, University of North Carolina Wilmington, Western Carolina University, and Winston-Salem State University. The DNP is offered online at all these UNC System institutions.

10. **Potential for Unnecessary Duplication.** The DNP in Population Health is a unique degree for the UNC System and will allow multiple focus areas such as leadership, public health, and mental health while utilizing skills such as care management, fiscal oversight, and risk reduction. The DNP in Population Health allows the graduate to influence health practice, apply evidence-based interventions, and translate research into innovative practices in any population. These skills are especially applicable in rural communities that lack accessible health resources.

11. **Feasibility of Collaborative Program**. Because the DNP in Population Health is unique in the UNC System, there are many possibilities and opportunities for collaboration with other institutions. Examples of collaboration may include shared faculty with expertise in Public Health, Health Services, Management, Maternal/Child Health, and Health Behavior. Current and future collaboration with the doctoral programs in Health Behavior, Health Informatics, or Health Policy and Management, Maternal/Child Health, or Pharmaceutical Sciences across the system include practice and research collaboration with University of North Carolina at Chapel Hill College of Nursing and East Carolina University College of Nursing and other agencies with a strong population focus such as schools of public health.

Summary of Review Processes

1. **Campus Review Process and Feedback. (Note what individuals and deliberative bodies reviewed and approved.)** Program proposals are approved through the university curriculum development and revision process which includes review by the department faculty, department chair, dean, and provost. The process includes a review by the Curriculum Subcommittee and Academic Affairs Committee of the Faculty Senate as well as the Faculty Senate as whole.

2. **UNC System Office Review Process and Feedback.** Throughout the review process, the UNCP provided relevant information pertaining to program requirements and resources. The institution submitted appropriate documentation and research to support the statements made.

III. **Recommendation**

The recommendation is that the University of North Carolina Board of Governors approve the request by UNCP to establish the Doctor of Nursing Practice (DNP) (CIP 51.3818) effective fall 2023.

APPENDIX E

Request for Authorization to <u>Discontinue and/or Consolidate</u>
Academic Degree Programs

<u>East Carolina University – Master of Science in Athletic Training (MS)</u>
(CIP 51.0913)

Overview: The Master of Science in Athletic Training (51.0913) at East Carolina University will be <u>discontinued</u> effective spring 2023. The request to discontinue delivery of the degree program was approved by the head of the program, appropriate institutional committees, and chief academic officer.

Changes in accreditation requirements for Athletic Trainer certification and licensure required East Carolina University to discontinue the Bachelor of Science in Athletic Training and revive an inactive Master of Science in Athletic Training. However, a decline in student demand for the Master of Science in Athletic Training has resulted in difficulty recruiting and enrolling qualified applicants.

No students are currently enrolled in the program and no staff members will be affected by the discontinuation of the program. Three faculty members will be reassigned, in accordance with their credentials and university instructional needs. Plans are underway for faculty transitions to clinical and experiential instruction roles in public health or instructional roles in human performance programs.

Recommendation: Staff recommends that the University of North Carolina Board of Governors approve ECU's request to discontinue the delivery of the Master of Science in Athletic Training (51.0913) effective spring 2023.

Request for Authorization to <u>Discontinue and/or Consolidate</u>
Academic Degree Programs

<u>University of North Carolina at Greensboro – Master of Political Science (MA)</u>
(CIP 45.1011)

Overview: The Master of Political Science (45.1011) at The University of North Carolina at Greensboro will be <u>discontinued</u> effective fall 2023. The request to discontinue delivery of the degree program was approved by the head of the program, appropriate institutional committees, and chief academic officer.

Interest in the Master of Political Science has waned significantly. The department's other master's credential, an accredited Master of Public Administration, has become the graduate degree of choice for public service-minded students as reflected in strong enrollment numbers. No students are currently enrolled in the Master of Political Science. Faculty in the department teach in both programs and will not need to be reassigned due to the number of shared courses. No staff members will be affected by the discontinuation of the program.

Recommendation: The recommendation is that the University of North Carolina Board of Governors approve UNC Greensboro's request to discontinue the delivery of the Master of Political Science (45.1011) effective fall 2023.

**Request for Authorization to <u>Discontinue and/or Consolidate</u>
Academic Degree Programs**

<u>**Western Carolina University – Master of Science in Science and Entrepreneurship (MS)**</u>
(CIP 30.1501)

Overview: The Master of Science in Science an Entrepreneurship (30.1501) at Western Carolina University will be <u>discontinued </u>effective spring 2023. The request to permanently discontinue the degree program was approved by the head of the program, appropriate institutional committees, and chief academic officer.

The program is being discontinued to correct the Academic Program Inventory. The Master of Science in entrepreneurship (MS) was deactivated at the campus level and removed from the course catalog in 2010. However, a request to discontinue did not advance to the University of North Carolina Board of Governors for final approval. The last students in the MS were enrolled in 2010. No faculty or staff members will be reassigned due to the discontinuation of the program.

Recommendation: The recommendation is that the Board of Governors approve WCU's request to discontinue the Master of Science in Science and Entrepreneurship (30.1501) effective spring 2023.