

Appendix F

THE UNIVERSITY OF NORTH CAROLINA
Notification of Intent to Plan a New Distance Education Degree Program

THE PURPOSE OF ACADEMIC PROGRAM PLANNING: Planning a distance education degree program provides an opportunity for an institution to make the case for need and demand and for its ability to offer a quality program. This notification, and the planning activity to follow, do not guarantee that authorization to establish will be granted.

Date: November 19, 2003

Constituent Institution North Carolina A & T State University

CIP Discipline Specialty Title: Agricultural Teacher Education (Vocational)

CIP Discipline Specialty Number: 13.1301 Level: B M X I D

Exact Title of the Proposed Program: Master of Science In Agricultural Education

Degree Abbreviation: MS Proposed Date of Initiation: month May year 2004

Will this program be completely individual access (e.g., Internet, videocassette)? Y X N

If "yes," primary mode of delivery: Internet

If "no," list proposed sites (use additional lines as needed):

(city)	(county)	(state)
(city)	(county)	(state)
(city)	(county)	(state)

If cohort-based, length of time to complete the program (e.g., 18 mos., 2 years): _____

SACS/COC substantive change questions (1=Procedure One; 2=Procedure Two)

Site-based (where the instructor is present):

Is the institution initiating instruction where the student may earn more than 25% and less than 50% of credits toward a degree at a site 30 miles or more from the campus? (2) Yes No X

Is the institution initiating an (additional) off-campus site at which students may earn at least 50% of an educational program? (1) Yes No X

Is the institution adding significantly different degree programs at a currently approved site? (2) Yes No X

Distance learning (where instructor and student are geographically separated):

Is the institution offering its first credit courses via technology-based instruction by which students can obtain at least 25% of credits toward a degree program? (2) Yes X No

Is the institution expanding a previously reported program from less than 50% of credits to 50% or more of a degree program? (2) Yes No X

Is the institution adding a significantly different program from previously reported programs offered via technology-based instruction? (2) Yes No X

If this action constitutes a substantive change, by what date should SACS be notified? January 2004

1. Briefly describe the proposed program and intended audience.

A Master's degree in Agricultural and Extension Education will be offered via the Internet. Thirty six hours will be required to complete the program. This is a non-thesis program. The principles for the program that have been jointly agreed to by the faculties in Agricultural and Extension Education at both NC A&T State University and NC State University are as follows:

1. A collaborative masters degree in agricultural and extension education will be established by the two universities.

2. All of the course work for the degree will be delivered via distance education technologies but students could take some courses on-campus if they desired to do so.
3. Each student will select one of the universities to be their home university and will take at least half of their course work from that university. The student will apply to the program through the home university.
4. The student must complete a minimum of six hours of courses offered by the cooperating university. Students will be encouraged to take more than the minimum. Under current graduate school guidelines, they could complete 12 hours at the cooperating university.
5. The two universities will “share” a number of on-line courses. These courses will be dual listed.
6. Each university will offer several courses that are unique to their institution.
7. The two universities will develop degree requirements cooperatively. For every required course, the goal is to have one course from A&T and one from NCSU that will meet the requirement.
8. The graduate committee of the students enrolled in this program will be comprised of at least 2 faculty members from the home university and at least one faculty member from the cooperating university.
9. Each university will offer at least one distance education course during the fall and spring semesters. It is anticipated that each university will offer 2-5 courses each semester.

The degree program will be 36 hours in length. There will be 12 core hours of coursework. The core areas and courses that meet the requirement are listed below.

Core Courses:

At least one course must be completed in the *Historical and Philosophical Foundations of Agricultural and Extension Education*. Students may choose from:

AGED 704 Foundations and Philosophy of Agricultural Education (A&T)
 AEE 501 Foundations of Agricultural and Extension Education (NCSU)

At least one course must be completed in *Instructional Programming and Planning*. Students may choose from:

AGED 710 Program Design, Management and Evaluation (A&T)
 AEE 521 Program Planning in Agricultural and Extension Education (NCSU)
 AEE 528 Instructional Design in Agricultural and Extension Education (NCSU)
 AEE 529 Curriculum Development in Agricultural and Extension Education (NCSU)

At least one course must be completed in *Instructional Delivery*. Students may choose from:

AGED 711 Advanced Teaching and Assessment Methods (A&T)
 AGED 753 Teaching and Assessment for Agricultural Professionals (A&T)
 AEE 526 Information Technologies in Agricultural and Extension Education (NCSU)
 AEE 535 Teaching Agriculture in Secondary Schools (NCSU)
 AEE 735 Effective Teaching in Agriculture and Life Sciences (NCSU)

At least one course must be completed in *Research Methods*. Students may choose from:

AGED 703 Scientific Methods in Educational Research I (A&T)
 AEE 578 Scientific Inquiry in Agricultural and Extension Education (NCSU)

Elective Courses:

Students will have 24 hours of electives (at least 12 hours must be AGED or AEE courses; the other 12 hours could be in a technical area of agriculture or related field such as adult education). The electives selected will be influenced by the professional goals (teaching, extension, or other) of the student and the availability of online courses.

As the program evolves, the faculties involved will examine the feasibility of “merging” or sharing courses. Both universities offer several courses that appear to be very similar and could easily become joint courses. Elective courses that may become shared courses in the future include:

North Carolina A&T University	North Carolina State University
AGED 600 Youth Organization and Program Management	AEE 503 Youth Program Management
AGED 601 Adult Education in Vocational and Extension Education	AEE 523 Adult Education in Agriculture
AGED 705 Advances in Agricultural Business and Science	AEE 505 Trends and Issues in Agricultural and Extension Education

In addition to the above elective courses, some of the core courses may also become shared courses. These include AGED 704 and AEE 501, AGED 710 and AEE 521, AGED 711 and AEE 535, and AGED 753 and AEE 735.

The following AGED courses offered by North Carolina A&T State University are online (or will soon be) and can be taken as electives in this program:

AGED 607 Environmental Education
 AGED 609 Community Analysis and Rural Life
 AGED 712 Government Policy Analysis
 AGED 750 Community Problems
 AGED 751 Agricultural Education Across the Curriculum
 AGED 752 Special Populations in Agricultural Education

The following AEE courses offered by North Carolina State University are online and can be taken as electives in this program:

AEE 500 Agricultural Education, Schools and Society
 AEE 522 Occupational Experience in Agriculture
 AEE 530 Priority Management in Agricultural and Extension Education
 AEE 560 Organizational and Administrative Leadership in Agricultural and Extension Educ.
 AEE 577 Evaluation in Agricultural and Extension Education
 AEE 595V Program Marketing in Agricultural and Extension Education

Both universities also offer special problem and internship courses.

2. Describe the proposed instructional delivery systems (e.g., on-site instruction, interactive video, Internet, etc., including combinations of these).

The primary instructional delivery system will be the Internet. A student will be able to complete the program using Internet based courses, however if a student desires on campus instruction, this option will be available as well.

3. Describe need for the program (referencing results of surveys or special studies). If site-based, is any other institution (public or private) offering a similar program in the location(s)? If individual access, is any other UNC institution offering a similar individual access program?

In the spring of 2002, a formal needs assessment was conducted by the agricultural education faculty at NC State University. The needs assessment had three objectives:

1. Determine the need for a distance education online Master's degree program in Agricultural and Extension Education.
2. Identify factors that predict the intent of agricultural education teachers and extension personnel to enroll in an online Master's degree program in Agricultural and Extension Education.
3. Determine if there are differences in the needs and characteristics of agricultural education teachers and extension personnel that could affect the delivery of an online Master's degree program in Agricultural and Extension Education.

The entire population of extension agents and agriculture teachers in North Carolina was surveyed. The survey instrument was reviewed by a panel of experts and a group of selected graduate students for content validity. The revised instrument was then administered twice to a group of graduate students who were preparing for employment in these two fields and therefore were not included in the final survey population. The test-retest technique for determining instrument stability yielded a grand mean coefficient of stability of $r = .95$ (Pearson r) for those items that were non-demographic in nature. This indicates the instrument was stable.

The agents and teachers were sent a cover letter and a questionnaire by mail along with a self-addressed stamped return envelope. Those who had not responded by the requested deadline were contacted by a mailed post card to encourage their participation. Those that responded after this contact and within a three-week period after the deadline were considered late respondents. The total response rate for agricultural education teachers was 41% ($n=148$). The total response rate for extension personnel was 51% ($n=201$). We would have liked a higher response rate; however in talking with members of the population it was found that many people who already possessed a Master's degree did not deem it necessary to respond.

According to the respondents, there is a need for an online Master's program in Agricultural and Extension Education. One hundred and thirty-four (134) of the respondents indicated they would definitely apply or were likely to apply for an online Master's program. Fifty-six (56) percent of the agriculture teachers (80 out of 144) and 27 percent of the extension agents (54 out of 199) were interested in an online Master's program.

With tight state budgets, it is important to identify who would be most likely to enroll in an online Master's program. This group could then be targeted for advertising and recruitment. The various variables identified in the literature review that were predictors of intent to enroll in a distance education program along with several additional variables selected by the faculty were analyzed using stepwise multiple regression. The variables entered in the regression model were undergraduate GPA, age, gender, computer capability, previous experience with distance education, distance from the university, years of experience in the profession, occupation (teacher or agent), administrative support, need for courses for advancement, and years of experience in using computers.

A model was developed that could be used to predict potential enrollees in the program. A statistically significant model ($p=.001$) containing five variables was generated with a R value of .521. This model explained 27% of the variance. The first variable that entered the model was undergraduate GPA. Students with higher GPAs were more interested in enrolling in a distance education program. This variable had a R value of .336 and accounted for 11 percent of the variance.

“Years of experience in the profession” was the second significant variable. Individuals with fewer years in the profession were more interested in an online program than were individuals with more years of experience. This variable explained an additional eight percent of the variance.

The third significant value was occupation. Teachers of agricultural education were more interested in a distance education program than were extension agents. This variable accounted for an additional six percent of the variance.

A variable that explained two percent of the variance was whether or not the agent or teacher needed course work in the near future for certification purposes, license renewal or as a job requirement. Individuals who needed such courses were more interested in a distance education degree program.

The final variable in the model was administrative support. If the individual perceived that their current employer encouraged continued education, then the individual indicated a likelihood of enrolling in a distance education program. This variable explained an additional one percent of the variance.

Items that were not predictors of intent to enroll in a distance education program included gender, years of computer experience, level of computer skills, distance from the university, prior experience in a distance education class and age.

In planning a distance education Master’s program, one should be cognizant of the technology and computer capabilities of the individuals who might be in the program. A number of the items in the instrument focused on these aspects of distance education. A number of differences and some similarities were found between agriculture teachers and extension agents.

Finding A. Both extension agents and teachers have ready access to computers at work. All agents with the exception of one (99.5%) had daily access to a computer at work while 98% of the teachers had daily access to computers. All of the extension agents with daily access to computers had Internet connections. However, eight of the teachers with computers at school did not have access to the Internet, which reduced the percentage of teachers with computers and Internet access to 95%.

Finding B. Most agents and teachers have a computer at home with Internet Access. Eighty-two percent of the agents reported having a computer at home while 91% of the teachers indicated they had home computers. Sixteen of the 165 agents with computers at home did not have Internet access while six of the 134 agriculture teachers with computers at home did not have Internet access.

Finding C. Most agents and teachers would use both the computer at home and the computer at work to participate in a distance education program. Sixty-three percent of the agents and 70% of the teachers indicated they would use computers at both work and home to participate in the program. When comparing the use of the computer only at work or only at home it was found that agents were more likely to participate in a distance education program from work while teachers were more likely to participate from home.

Finding D. There is a major difference in the computing platform used by agents and teachers at work. Most extension offices in the state (80%) have Sun computer terminals operating on Unix. Most teachers (95%) have PCs using the Windows operating system. There are virtually no Macintosh systems in use. At home nearly all agents and teachers have PC systems running Windows.

Finding E. There is a difference between agents and teachers in whether or not the computer at work has a CD-ROM drive. All of the computers used by teachers at work have CD-ROM drives while only 41 percent of the agents have access to computers at work with CD-ROM drives. However, at home nearly all the teachers and agents have CD-ROM drives.

Finding F. Most teachers and agents have high-speed internet access at work but dial up modems at home. Over 70% of both teachers and agents have high-speed internet access at work but less than 15% of both groups have high-speed internet access at home. It was interesting to note that nearly 20 percent of the teachers didn't know what type of access they had at work.

Finding G. Agriculture teachers are more comfortable with Internet Explorer as their web browser while extension agents are more comfortable with Netscape Navigator as their web browser. The majority of the agents and teachers indicated comfort with both web browsers. However more agents were comfortable with Netscape (83%) than they were with Explorer (62.5%). Conversely, more teachers were comfortable with Explorer (76%) than they were with Netscape (63%).

Finding H. Agents are more comfortable with Word Perfect as their word processor while agriculture teachers prefer Microsoft Word. Ninety-two percent of the agents indicated they were comfortable using Word Perfect as compared to 37 percent of the agriculture teachers. Ninety-six percent of the teachers were comfortable with Microsoft Word while 78 percent of the agents indicated they were comfortable with Word. It appears the agents use Word Perfect at work on their Unix workstations but use Word at home on their personal computers. However, it should be noted that shortly after this needs assessment was conducted, the extension offices in the state switched over to the Star Office product. That is the word processor now in use in many extension offices.

Finding I. Teachers are more comfortable with PowerPoint than are agents. Two-thirds of the teachers indicated they were comfortable with PowerPoint while a little over half of the agents indicated comfort in using PowerPoint.

Finding J. Both teachers and agents perceive they have good computer skills. Eighty-six percent of the agents and 84 percent of the teachers rated their computer skills as "Very Capable" or "Capable." However, this is a self-reported rating. These individuals might not be as computer savvy as this indicates. One of the questions in the survey asked what type of operating system was on their computer at work and at home. Thirty-six percent of the agents

reported the computer at work was operating on a Windows platform, yet less than 20% of the computers at work are PC machines. Forty-three percent of the agents identified Unix (or a variation thereof), as being their operating system at work while nearly 80 percent of their work machines are Sun workstations operating on Unix. About 90% of the agents and teachers were using a Windows operating system at home while about 10% were not sure of what their operating system was.


4. Projected total annual enrollment: Years 1 15 2 25 3 35 4 35 5 45

Name, title, telephone, and e-mail of contact person to respond to questions:

Dr. Antoine J. Alston, Agricultural Education Coordinator, 336-334-7711, alstona@ncat.edu

This intent to plan a new distance education degree program (or program site) has been reviewed and approved by the appropriate campus committees and authorities.

Vice Chancellor for Academic Affairs



Note: North Carolina State University is also submitting this form through the appropriate channels at their university.

Antoine Alston

From: Gary Moore [gary_moore@ncsu.edu]
Sent: Saturday, April 08, 2006 5:34 PM
To: James C. Sadler
Cc: Antoine Alston; Jim Flowers
Subject: Re: OSBM study of UNC online programs

NCAT	13.1301Agricultural Education	Master's	May, 2004
NCSU	13.1301Agricultural Education	Master's	Dec., 2004

This is a planned "cooperative" program offered via distance education. We collaborated together on the design and implementation of the program. Students are encouraged to take courses from both universities. A&T offers some unique courses that we don't offer and we do the same. We don't have to offer courses as frequently as we would have to without the cooperative aspect of this program. Moreover, we received a \$50,000 grant some years ago to collaborate in developing this program. We are actually reducing duplication by working together.

James C. Sadler wrote:

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To Agricultural Education programs:

The 2005 General Assembly passed legislation requiring the NC Office of State Budget and Management (OSBM) to study UNC online education in regard to costs of course development and duplication of online programs. The OSBM individual conducting this study has identified the program duplications noted in the attached spreadsheet.

- I have noted to her that some duplication is needed in high need areas.
- I have also noted that UNC General Administration has funded collaborations in developing online courses among campuses, which has conserved resources.
- I have noted that UNC campuses share courses or enroll students from other campuses as a means to conserve resources.
- I have noted that although these programs may be in the same CIP code, they may have different curricula or emphases.

The OSBM person has asked for examples of these points. As soon as possible, please repond by e-mail to me addressing these issues for your particular program area. In what ways do you conserve resources by collaborating with other programs, including course development, and in what ways do your programs differ so that they do not really duplicate other programs. You do not need to provide lengthy responses, but a few sentences would be very helpful. Please consult with other programs as needed. Thank you for your help. Jim Sadler

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