

Proposed Offering of Doctor in Communication Education Through Distance Learning

Mr. Richardson del Rosario Mojica

Lyceum of the Philippines
University-Cavite

richardson.mojica
@gmail.com

ABSTRACT

Communication Education is a discipline recognized by the Commission on Higher Education (CHED) through its CHED Circular Memo (CMO) as a specified career of a Master of Communication graduate. The Polytechnic University of the Philippines Open University (PUP-OU) offers Master in Communication program to be more accessible to people. In PUP-OU, most of the students enrolled in the Master in Communication Program are in the field of communication education. In the Philippines, the University of the Philippines (UP) is the only university that offers a Doctorate degree in Communication: PhD Communication (UP-Diliman), PhD Development Communication (UP-Los Baños) and Doctor in Communication (UP-Los Baños OU). This study aims to propose the offering of Doctor in Communication Education through distance learning by determining the need for the program, its marketability and its feasibility and preparedness in terms of curriculum, faculty, administration and support services. Methods used in this study are both quantitative and qualitative where in data from communication educators were gathered through a survey and interview with the officials of PUP- OU was conducted. The results of the study showed that there is a need and there will be possible enrollees in the proposed program. The study concludes that Doctor in Communication Education can be offered through distance learning.

Keywords:

INTRODUCTION

Communication is the act of sending ideas and opinions from one person to another. Writing and talking to each other are only two ways human beings communicate (Biagi, 2003). Different people need information intended for a variety of purposes and it takes variety of forms, from face to face conversation, to hand gesture and messages sent through telecommunication networks. They spend all of our lives talking and communicating with others.

Communication Education is a discipline recognized by the Commission on Higher Education (CHED) through its CHED Circular Memo (CMO). It is one of the specified professions/ careers of a Master of Communication graduate.

“Individuals who earned a degree in MA Communication are expected to occupy middle to top management positions in communication- related occupations in any of the following settings: corporate communication, public information, public relations and advertising, mass media, communication education, and research and development.” (CHED CMO No. 27, Series of 2011)

The Polytechnic University of the Philippines being the pioneer institution in the Philippines to offer the distance education started in 1990. PUP- Open University System consists of two schools namely: School of Distance Education and School of Professional Studies. (<http://www.pup.edu.ph>)

To be more accessible to the people, PUP Open University opened 11 centers namely: PUP Mariveles, Bataan, PUP Bansud, Oriental Mindoro, PUP Commonwealth, Quezon City, PUP Lopez, Quezon, PUP Maragundon, Cavite, PUP Sta. Mesa Manila, PUP Sta. Rosa, Laguna, PUP Sto. Tomas, Batngas, PUP Unisam, Quezon, PUP Taguig and PUP General Luna.

PUP-OU is offering nine programs under the School of Distance Education. One of which includes Master in Communication. According to the program description, *“The Master in Communication (MC) is a graduate degree Program focuses on innovative, creative and skills oriented curricular program steeped in research technology culture*

and management. It addresses the need for a more balanced Philippine communication environment by preparing communication managers and decision makers to be more attuned to the challenges of information society and global competition.”

This program admits professionals who are in the field of training, communication education, mass media, corporate communication, and public or government information practice. The course recognizes the importance of communication education in the field.

This study is conducted to propose for the offering of Doctor in Communication Education through distance education. This will also determine the need for such program as well as the marketability of the program. Also, this will determine its feasibility and the preparedness of PUP Open University in offering such program.

This study aims to propose the offering of Doctor in Communication Education (DCommEd) through distance learning. Specifically, the research aims to: determine the need for the program DCommEd; determine the marketability of the program DCommEd; determine the feasibility of the program DCommEd in terms of curriculum, faculty, administration and support services; and determine the preparedness of PUP-OU in offering the program DCommEd in terms of curriculum, faculty, administration and support services.

The focus of this research is to propose the offering of the program DCommEd. The scope of this study will revolve around the meaning of communication education, the importance of education in the field of communication, the preparedness of PUP to pioneer in offering the program, the need and marketability of the program, and the context of the program.

Due to the limited available time and resources, the study has its weaknesses. The study only covered the assessment of the preparedness of the university in offering a new doctorate program through distance learning. It did not include the perception of the communication educators and Master in Communication students. This is limited to randomly selected colleges and universities in the Manila that offer communication courses. Further, it was limited to communication instructors who are currently enrolled and/or already obtained a Master’s degree.

Moreover, the researcher conducted an interview to the participants. Students taking up Master in Communication were not interviewed. Hence, the interview was conducted to the University officials to determine the feasibility of the program and the preparedness of the university.

The perceptions and regulations of government institution such as Commission on Higher Education was included in the study.

Communication Education was used in the study to refer to the profession of teaching communication courses in the tertiary level.

REVIEW OF RELEVANT LITERATURE AND STUDIES

Communication Education

Communication Education was ideally established to teach people to communicate effectively whether in public setting or in private. (Daly, et. al. 1999) According to Friedrich, (2000), in the 70 years of existence of the field of communication existence, very little integrated attention has been given to the methods involved teaching communication. Although there have been journal articles on techniques, and classes on instruction in communication, there have been few attempts to integrate the many issues and concerns that the teachers face.

The term communication education was first cited by Gray in 1949 as he persuasively argued the case for studying communication education in the United States. (Vangelisti, 1999)

“A core complete examination of the route we have traveled in coming from our beginning... to our present position is well worth the undertaking... it will give us a still deeper understanding and appreciation of that position, in the same way that any study of history may provide the basis for a better orientation as an aid in determining the direction we should proceed” (Grey, 1949)

Communication instruction was part of the higher education since its beginnings, the currently known communication departments were not original providers of the subject. Communication in the beginning was part of the Languages and Literatures. (Vangelisti, 1999)

In the 1900’s the emergence of the presence of the communication department in some of the universities in the United States began. According to Vangelisti (1999), the most common was the Department of Public Speaking which later in the 1920’s changed its name to Department of Speech. Because of the development of the education system, the department later changed its name to Department of Speech Communication in the 1960’s. And the most recent change was when it changed its name to Department of Communication.

The focus of the departments in instruction was on “developing skills of formal, public discourse through courses with such labels as Forensics, Declaration, Elocution, Oratory, Logic, Rhetoric, Extemporaneous Speaking, Debate, Dramatic Interpretation, and Public Speaking.” (Vangelisti, 1999). When the department changed its name in the 1920’s to Department of Speech, course works in theatre production were added by some universities. After 1920’s the inclusion of speech science and training for speech therapists were considered and only in 1935 that the University of Oklahoma added coursework in radio.

Theodore Gross (1978), Dean of Humanities at New York City College, as cited by Vangelisti in 1999 argued that:

“Communication should be a course of study as important to young person’s education as sociology or political science or foreign languages and should be integrated in the liberal arts curriculum. One does not justify the study of literature, history, or philosophy in terms of careers; one should not defend [the study of] communication only on the grounds of popular appeal or the number of jobs available. One must understand its sociology and history and technology and art and literature because it is the subject of our time and of the future.”

According to Sprague (1999) there are four goals of Communication Education. These goals are based on the goals of the higher education. Goal setting is important in to every instructional decision that a teacher makes.

These goals are:

1. To Transmit Cultural Knowledge
2. To Develop Students’ Intellectual Skills
3. To Develop Students’ Career Skills
4. To Reshape the Values of the Society

PhD Communication

In the Philippines there is only one University that offers Doctorate degree in Communication. The University of the Philippines System offers three Communication Programs in PhD level. University of the Philippines, Diliman is offering PhD in Communication. This program is offered through the traditional system. Under the College of Mass Communication, the five departments are coordinating to offer the said program (<http://masscomm.upd.edu.ph/college-secretary/history/about-cmc>).

According to UP College of Mass Communication website (2011), another Doctor of Philosophy program is supposed to be offered in the Academic Year 2011-2012 which is Doctor of Philosophy in Media Studies.

The UP College of Mass Communication Guidelines for Doctoral Programs (2010) states the procedure for enrollment in a PhD Program. To be able to enroll in any PhD Program under UP-Diliman College of Mass Communication, one must finish a Master’s Degree in a recognized institution with a GWA of at least 2.0 or equivalent. Thesis option is not stipulated in the Guidelines. Aside from the other requirements, one must be able to pass series of interviews and oral examinations with UP-CMC faculty members. Section 2.1 of the Guidelines states the General Requirements of the program. The study consists of 36 academic units excluding dissertation. There should be a maintaining average of 1.75 at the end of the academic year. For a student to be awarded with a PhD diploma, one must finish a doctoral dissertation.

Doctor in Communication

University of the Philippines- Los Baños is also offering a doctorate degree in communication- Doctor in Communication (DComm). According to <http://www.upou.edu.ph/academic/programs/dcomm.html>, this is offered under University of the Philippines- Los Baños Open University. This program promotes more independent learning and is more research based than other communication degrees. There are also 36 units that a student needs to complete in the program in order to finish the program before conducting a doctoral dissertation. The subjects include:

- Communication Theory and Practice
- Management of Communication Media Resources and Systems
- Communication Policy and Planning
- Organizational Communication, Information and Knowledge Management
- Information and Communication Media Technologies
- Corporate Social Responsibility Communication

- Advocacy and Social Mobilization
- Communication Research Paradigms
- Communication Research Methodologies
- Online Colloquium in Communication Research

Unlike in the traditional system, DComm being offered in the Open University through Distance Education is a doctorate degree by research. As what the UPLB- OU website says, most of the subjects or courses in the program are research intensive.

PhD Developmental Communication

PhD in Development Communication is offered also in the University the Philippines- Los Baños. UP- LB College of Development Communication has been recognized by CHED as Center of Excellence in Communication Education. This program is also offered with a total of 48 units including doctoral dissertation. According to the official website of UP- LB (<http://gs.uplb.edu.ph/index.php/academic-programs/2-uncategorised/242-doctor-of-philosophy-in-development-communication>):

“College of Development Communication (CDC) graduate programs provide aspiring students a high-level instruction in the study and practice of development communication. They tackle in greater depth and breadth the synergistic relationship between communication and development.”

The students who wish to enroll in this program must have a master’s degree from a recognized institution and must have at least one year of relevant work. It is not said in the website however if the master’s degree should be relevant to Development Communication

As PhD Development Communication graduates, UP- LB official website said that they are trained to develop critical thinking skills needed in administration, theory- building, policy formulation and analysis and scholarly research and strategy design.

PhD Communication Theory and Research

PhD in Communication Theory and Research is offered in Stanford University. According to the Stanford University official website, this program prepares the students in conducting original researches on communication processes and effects within the tradition of social and behavioral sciences.

This program gives importance to the students who are part of the academe. In the program description of PhD Communication Theory and Research, it is cited that most of the graduates of this program enter academic teaching and research careers. Also, one of the requirements of this program is to be a successful teaching assistant or instructor for at least two quarters. The teaching requirement for this program must involve one of the courses in the undergraduate majorship or the Mass Communication and Society course. (<http://communication.stanford.edu/phd/index/html>)

As described in Stanford University website, the requirements for a student to be given the PhD Communication and Research title, he or she must have finished all the academic requirements of the program within 4 years and during which, fulfilling University residency requirements. The program also requires a grade of B+ or above in the departmental course requirements. Since the program is research based, a dissertation is also required prior to two pre- dissertation research projects.

MA Art Education, Online

Boston University’s (BU) Master of Arts in Art Education (MAAE) is an online program under the College of Fine Arts. BU’s official website said that this program is intended to shape the careers of their students and meet their personal and professional aspirations. The program offers courses that are intended for art teachers. There are two specializations that MAAE offers” Artist- Teacher and Arts Education Leader.

Graduates of MAAE in BU are expected to develop special skills to apply in various areas of teaching art, child development, creative leadership and curriculum planning.

Primarily, MAAE Online degree is intended to Art Education Leaders, Artist Teachers and Citizen Artists. However, the course is originally focused on Artist Teachers to help continuous growth of Artist teachers who believe in the value of art education in schools and society. (<http://arteducation.bu.edu/>)

Need Analysis

In order to cater for the learners' specific purpose, it has become urgent to collect information about the learners: their needs and wants. For so doing, relevant techniques as well as procedures have been developed by needs analysts. These techniques have been borrowed and adopted from other areas of training, particularly, those associated with industry and technology.

Needs analysis as a method of not only analyzing the needs of given individuals or communities; but also as a tool that can help in predicting future decisions about a targeted population (Badre, 2005).

Distance Learning

"Distance education gives less opportunity for direct feedback from students, thus, it has been necessary to develop formal procedures for programme evaluation. In the future it would be desirable that also individual evaluation projects were carried out with reference to research and evaluation carried out in other settings and report result in ways to give maximum transfer and development effects to the field in general." (Rekkedal, 1994)

Distance Learning or distance education is a special type of learning in which teaching methods and technology aims to teach individuals who are not physically present in a traditional education system (Khan, 1998). As a relatively new field of study, it has been important for distance education to define itself and build up a theory base for its research.

Synthesis

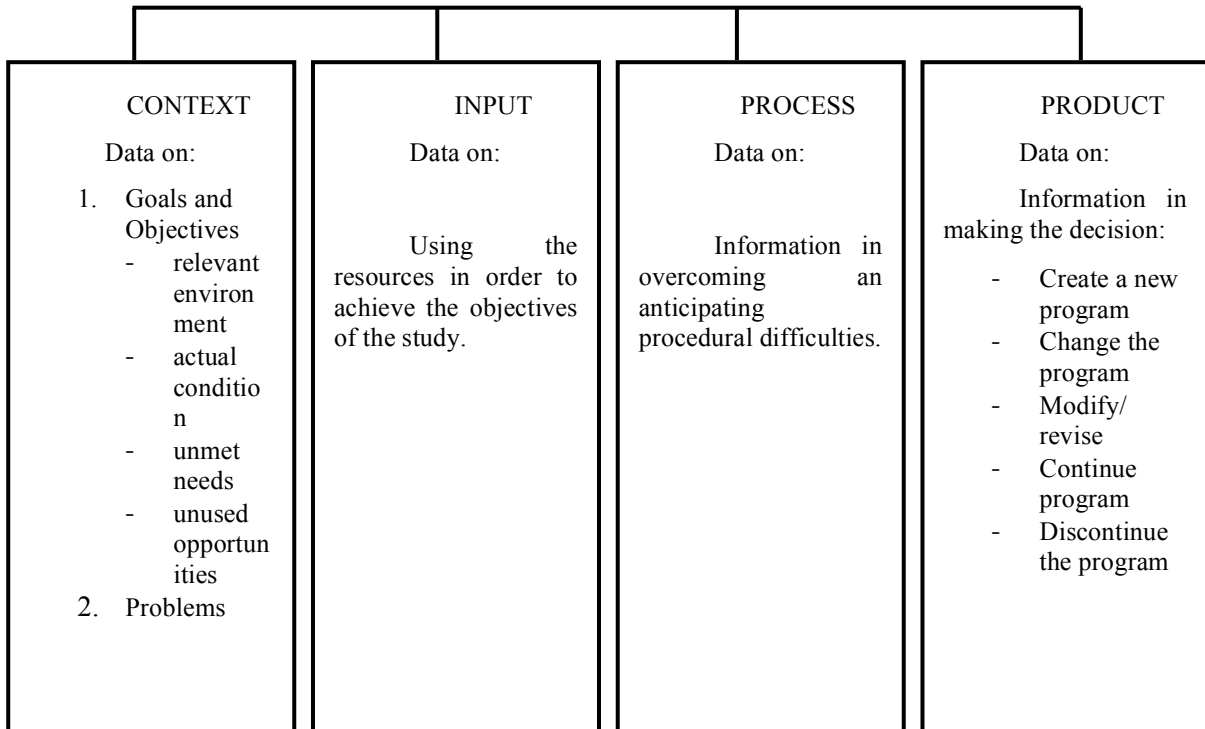
Communication plays a very important role especially in education. Also, the Commission on Higher Education recognizes the role and importance of Communication education through their CHED CMO No. 27 Series of 2011, in the Philippine setting, there is no university which offers any higher degree in communication education. The possibility of offering it through Distance Learning has a potential.

FRAMEWORK

The researcher used the Systems Theory to help in answering the objectives of the study. According to Whitchurch and Constantine (1993), this involves the basic idea that objects in the world are interrelated to one another. It is concerned with the problems of relationships, of structures and of interdependence rather than with the constant attributes of object (Khatz and Khan, 1966). Webster on the other hand defines system as a "regularly interacting or interdependent group of items forming a unified whole," which "is in, or tends to be in, equilibrium". Negandi (1998) states that "a system's attributes, which are the interdependence and interlinking of various subsystems within a given system, and the tendency toward attaining a balance or equilibrium forces one to think in terms of multiple causation in contrast to the common habit of thinking in single- cause terms". Systems approach would assume that the important features of phenomena are emergent and based on complex interrelations among components such as that the whole is greater than the sum of its parts (Borman, nd)

Stufflebeam (1960) developed a useful approach in the study of the Systems Theory as applied in education known as Context, Input, Process, Product approach. This approach involves evaluation of the Context, Input, Process and Product in judging a program's value. This is also a decision- focused approach for evaluation. It emphasizes the systematic provision of information for programmed management and operation.

Fig. 1. Theoretical Paradigm



Conceptual Framework

The proposed offering of Doctor in Communication Education applied the concepts from the Theoretical Framework of the study in which Context, Input, Process and Product are connected to each other.

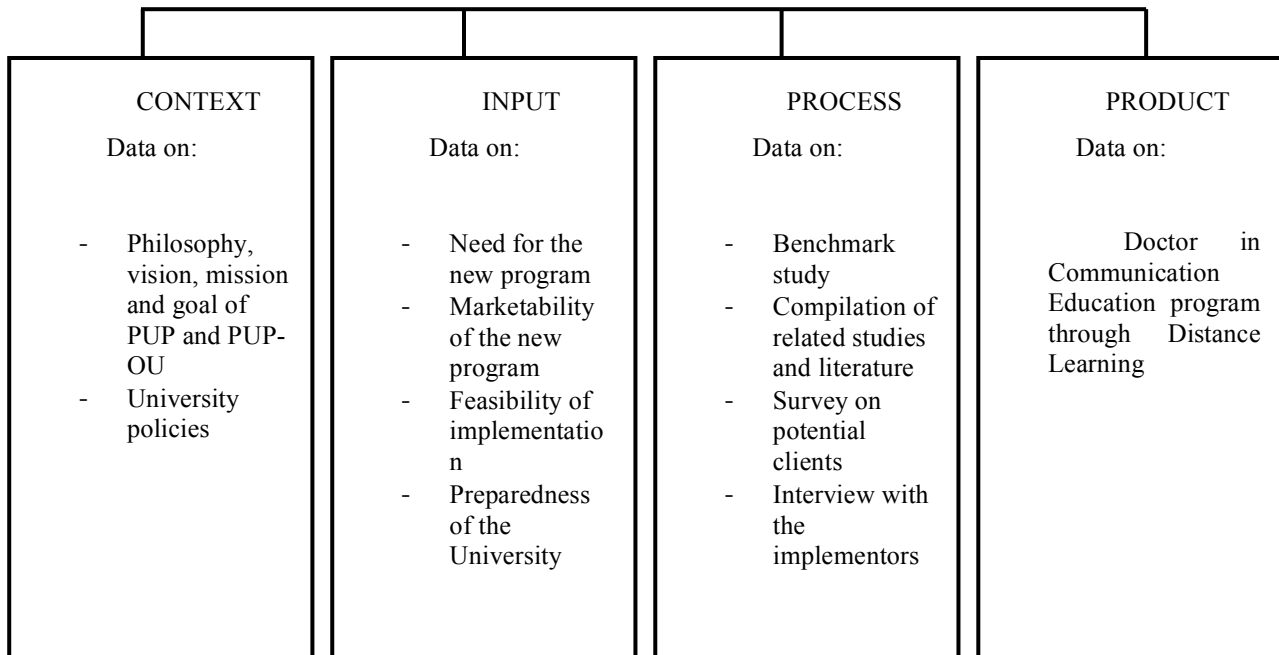
The Paradigm starts with the context in which the input is anchored into. As a university, PUP believes that education is an instrument for the development of individuals while promoting citizenry and nation- building. It believes that the meaningful growth and transformation of the country are best achieved in an atmosphere brotherhood, peace, freedom, justice nationalist- oriented education imbued with the spirit of humanist internationalism (www.pup.edu.ph).

The inputs needed in order to achieve the described products or outputs are the objectives of the study. Input includes determining the need for a program and its marketability as well as the feasibility of offering it and the preparedness of the institution.

The context and the input will be used in the process phase. Based on the context and the input, a benchmark study will be undertaken through surveys. To achieve the qualitative data interviews with the implementers will be done.

Fig. 2 Conceptual Paradigm.

RESEARCH DESIGN



The researcher used the both Qualitative and Quantitative approach of research. Ospina (2004) said that Qualitative Research is used to explain a social phenomenon on the perspective of the involved participants rather than explaining it from the outside. This research design involves data collection within the natural settings and the key data collecting instruments are the researchers. The purposes of this study are to describe, to interpret, to verify and to evaluate (Ospina, 2004). Qualitative research on the other hand, is used to present and analyze and interpret the answers of the informants of the study. The researchers believe that data should also be analyzed and interpreted up to some limitation in order to attain the desired goal of the study. In this study, the researchers utilized the qualitative approach in order to verify the data gathered using the quantitative approach (Burns and Grove. 1994).

Furthermore, the researcher used the descriptive method of research to describe and explain the phenomenon by collecting information and knowledge through structured questions. Through this method, the researcher generated answers to the problem of the study. This design is the most appropriate design to obtain needed information.

Research Methods

To gather quantitative data, the researcher distributed questionnaires to the respondents. The researcher sent request letters and survey questionnaires to all the colleges and universities in Manila that offer Communication courses for the communication instructors to answer. This will determine the marketability of the program as well as the need for it.

In order to gather qualitative data, the researcher conducted a focus interview with the informants of the study. The researcher scheduled an interview with the informants through a request letter together with the interview guide which contains questions on the feasibility of the program (PUP President), preparedness of PUP- OU in offering the program (PUP- OU Director), and their recommendations for the program.

Sampling Procedure

The respondents of the study on the other hand, was chosen through the use of Stratified Random Sampling Technique, a sampling method where in the population is divided into sub-population called strata (Patton, 1990). Through the use of Slovien’s Formula, the researcher will identify the number colleges and universities in the Manila that offers communication courses. From the identified colleges and universities, the survey questionnaire was distributed to five (5) communication instructors who are currently enrolled and already obtained their master’s degree.

For the focus interview, Purposive Sampling was used in choosing the participants. The sampling units were selected subjectively by the researcher who attains to obtain a sample that appears to be representative of the population. The chance that a particular sampling unit will be selected as the samples depends upon the subjective judgment of the researcher (Patton,1990).

The researcher has chosen the PUP- OU Director to be included in the study as the key informant. She was chosen according to her knowledge and understanding of the PUP System. The information that she has given is significant to determine the feasibility of the offering as well as the preparedness of the institution.

Instrument

The researcher came up with a self-made survey questionnaire and interview guide based on the related literatures and studies. The instruments also underwent a pretest to check for its validity. There were 5 communication instructors in universities outside Manila who answered the questionnaire as pretest.

A survey questionnaire is a set of questions that require set of rules or directions to avoid vague answers (Ilagan 2009). It was made in a way that the respondents are able to answer them easily. In this study, the survey questionnaire has 3 parts. The first part includes the profile of the respondents. This part establishes the credibility of the respondents in participating in the study- that they meet the criteria set by the researcher in the study. The second part of the survey questionnaire determines the need for the said program. While the last part of the survey questionnaire consists of questions that will determine the marketability of the program.

For the Focus Interview (FI), the researcher will interview the key officials of the Polytechnic University of the Philippines and the Polytechnic University of the Philippines- Open University. FI is a technique used to collect qualitative data by setting up a situation (the interview) that allows a respondent the time and scope to talk about their opinions on a particular subject (<http://www.sociology.org.uk/methfi.pdf>). The researcher will schedule an interview with the informants. The researcher will use an interview guide in order to facilitate the interview.

Data Collection Procedure

The survey questionnaires were sent by the researcher to the different target schools through their department heads with a cover letter/ letter of request. The researcher explained the objectives of the research and the directions in filling up the survey questionnaires. The researcher will give the respondents 1 week to distribute and answer the questionnaire.

The Focus Interview was conducted on the convenient date and time of the interviewee. The researcher provided a permission letter to conduct an interview to the PUP- OU Director. The researcher used a digital recorder in order to have an accurate documentation of the interview. This was held in their respective offices.

Statistical Data Treatment

The study utilized first- hand data that came from the chosen respondents who answered the survey questionnaire and who participated in the interview.

The quantitative data in this research on the survey questionnaire (Part 1 and 2) was measured by computing the percentage. According to Knapp (2010), percentage is a numerical expression that includes a percent sign, with 100 assumed as the denominator.

Statistically, the percentage is calculated using the following formula:

$$P = \frac{F}{N} \times 100$$

where: $\frac{F}{N}$

P= Percentage

F= Frequency

N= total number of respondents

The researcher determined the need and marketability of the program by getting the percentage. This means the higher the percentage the higher the need and marketability for the said program. For the qualitative data, the key findings on the result of the FI was determined, analyzed, and written in a transcription. After transcribing the discussion, the data was analyzed thoroughly by reviewing the digital audio recording from the session and by identifying the important issues and concerns in the FI.

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Table 1 shows that most (45%) of the respondents are teaching the subject Communication Research among college students. On the other hand, the subject Advertising is being taught by 37% of the respondents. The subjects Broadcasting and Journalism is being taught by 30% of the respondents. 22% of the respondents said they are teaching Introduction to Mass Communication. And the rest of the subjects were taught by the minority of the respondents.

Demographic Profile of the Respondents

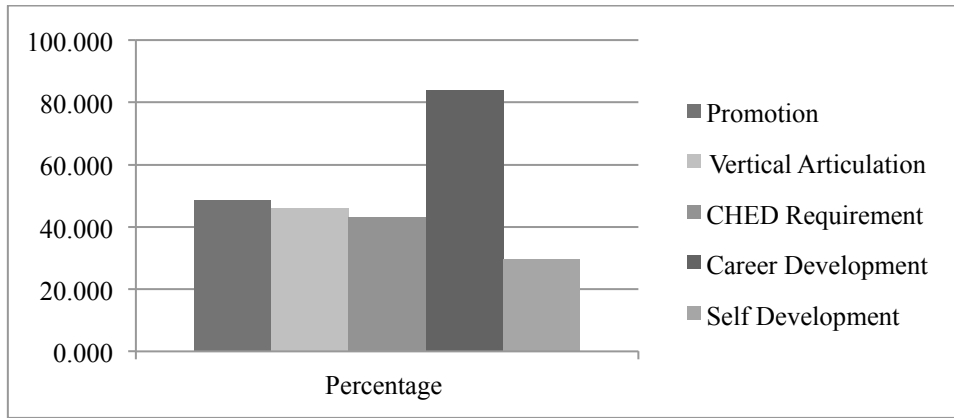
Table 1. Communication subjects taught by the respondents.

Subject	Frequency	Percent
Advertising	10	37
Audio Video Technique	2	7
Broadcast Journalism	2	7
Broadcasting	8	30
Communication Campaigns	2	7
Communication Consultancy	1	4
Communication Research	12	45
Communication Society	2	7
Communication Theory	3	11
Crisis Communication	1	4
Developmental Communication	2	7
Film	3	11
Information and Communication Technology	2	7
Introduction to Mass Communication	6	22
Journalism	8	30
Media Criticism	1	4
Media Ethics	4	15
Media Management	3	11
News/ Feature Writing	2	7
Organizational Communication	2	7
Practicum	2	7
Program Planning and Building	1	4
Public Relations	6	22
Radio Production	5	19
Speech	2	7
TV Production	3	11
Writing (Technical/ Scientific/ Creative/ Trimedia)	5	19

This shows that the respondents are all communication educators. As mentioned, communication education in this study is referred to as the profession in teaching communication in the tertiary level.

Graph 1 shows that 83.78% of the respondents take Master's degree for career development. 48.65% of the respondents said that they are taking or have taken Master's degree for promotion. Vertical Articulation is the reason of the 45.95% of the respondents. While 43.24% of the respondents said that it is because CHED requires them in teaching college. And the remaining 29.73% said that it is for their self development.

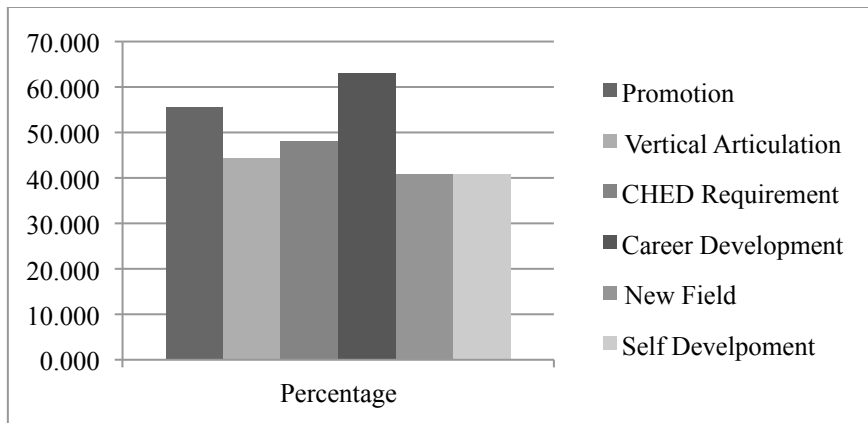
Graph 1. Purpose of the respondents in taking Master’s degree.



This graph shows that the reasons of the respondents in taking Master’s degree is not just because of the government regulation and university policies. In order to teach in the tertiary level government and universities require teachers to finish Master’s degree, at least. Though they do not see it as a requirement, most of the respondents in the study believe that for them to develop their careers as communication educators, they need to take Master’s degree.

Graph 2 shows the purpose of the respondents in taking Doctorate degree. This shows that 62.96% of the respondents said that they are taking or have taken a Doctorate degree for career development. 55.56% said it is for promotion. 48.15% and 44.44% said that it is because of the CHED requirement and vertical articulation respectively. 40.74% said that it is for their self development, as a new field.

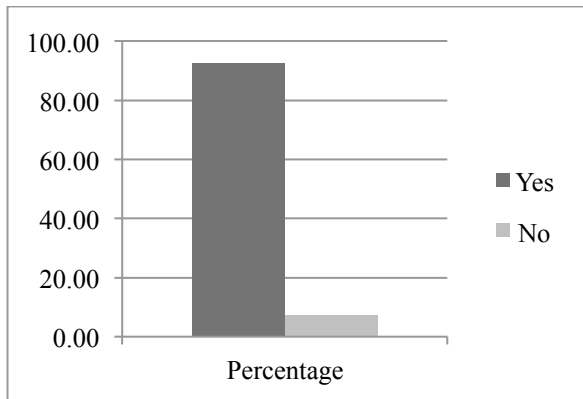
Graph 2. Purpose in taking Doctorate degree.



This graph shows that most of the reasons of the respondents in taking a Doctorate degree, like the reason in taking Master’s degree, is for career development and promotion. Though it is not a requirement of the universities and colleges to finish a doctorate degree in order to teach in the tertiary level, the respondents still want to develop their careers as communication educators by pursuing a post graduate degree.

Needs Analysis

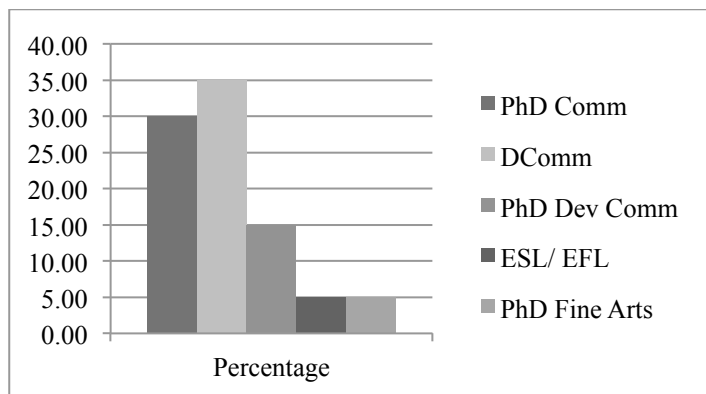
Graph 3.1. Respondents who intends to pursue a PhD or Doctorate degree.



The graph shows that the communication educators in this study intend to pursue a PhD or Doctorate degree. This means that there is a probable need and market for a Doctorate program.

Graph 3.2 shows that most of the respondents (35%) intend take Doctor in Communication (DComm). While 30% and 15% intend to take PhD in Communication (PhD Comm) and PhD in Development Communication (PhD Dev Comm) respectively. And 10% of the respondents intend to take a non-communication related field.

Graph 3.2. Programs that the respondents intend to take for PhD or Doctorate.

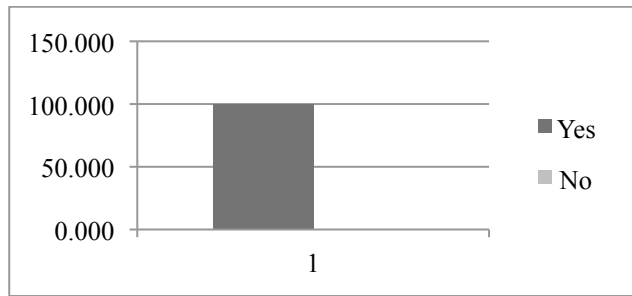


This shows that most of the communication educators in the study prefer a vertically aligned doctorate degree. Most of them prefer DComm which is under UP-LB Open University. This means that the respondents might want to enroll in DComm for independent learning.

Needs Analysis

Graph 4 shows the interest of the respondents in taking DCommEd. Among all respondents, 70.37% of the respondents said that there will be enrolling in the program DCommEd should this be offered. Whereas 29.63% of the respondents said that they are not enrolling.

Graph 4. Respondents interest in enrolling in DCommEd should this be offered.

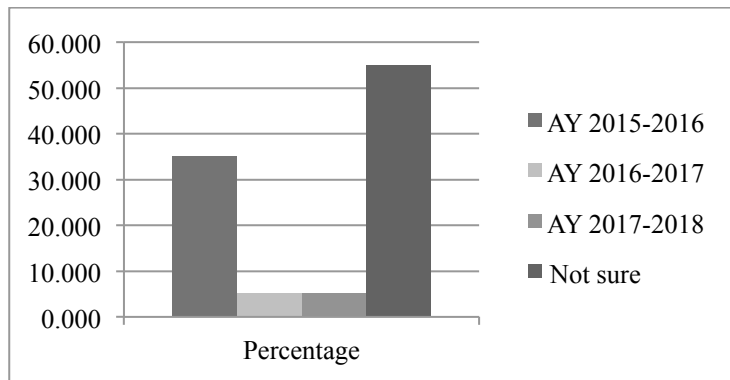


This shows that most of the respondents intend to enroll in the program DCommEd should this be offered. This graph shows the potential market for the said program should this is offered.

Graph 5 shows that the 55% of the respondents are not yet sure when will they enroll in the DCommEd program should this be offered. 35% of the respondents intend to enroll in the program if offered by AY 2015-2016. While others intend to enroll by AY 2016-2017 (5%) and AY 2017-2018 (5%)

Marketability

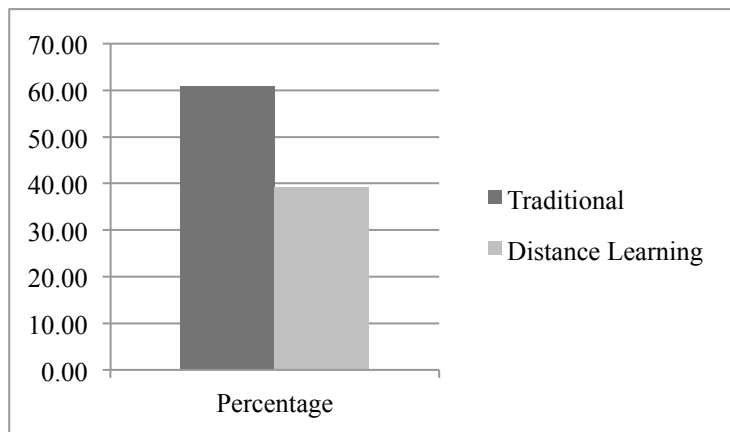
Graph 5. Respondents response on when do they tend to enroll in the program DCommEd.



This shows that though there are majority of the respondents tend to enroll in the program DCommEd, most of them (55%) are not yet sure when to enroll. Whereas 35% of the respondents tend to enroll in the program in the next academic year, should this be offered.

Graph 6 shows that 60.87% of the respondents prefer traditional mode of delivery than distance learning (39.13%).

Graph 6. Respondent’s preferred mode of delivery of DCommEd



The graph shows that respondents prefer traditional mode of delivery of DCommEd over distance learning. Shen (2007) described traditional mode of learning as face-to-face education in a classroom setting while distance learning (also known as e-learning) is the non-face-to-face learning which is usually done with the aid of internet and technology.

Feasibility

It is not a problem to offer DCommEd in PUP Open University according to Dr. Carmencita Castolo, Director of PUP Open University. Considering curriculum, faculty, administration and support services, it is feasible. Dr. Castolo said *“Considering that PUP has less than a hundred programs at present, offering DCommEd is not a problem in terms of the items below [Curriculum, Faculty, Administration and Support services] However, the biggest problem will be the budget to offer the program both in the graduate school and the open university.”* The only consideration that might hinder this proposal according to Dr. Castolo is the budget. It has always been a consideration to PUP in all its operations.

PUP the largest university in the Philippines in terms of population. It houses more than 60,000 students according to CHED records (2013). The great population is attributed to its low tuition fee which is PhP 12.00 per unit, the lowest in the country. The University, being a state university, relies primarily on government subsidy (PUP, 2013).

Preparedness

In the same interview, PUP Open University Director, Dr. Castolo said that PUP Open University is prepared in offering DCommEd in terms of curriculum, faculty, administration and support services. But again, budget is a primary consideration.

PUP Open University is willing to propose a DCommEd curriculum in the future. There is no DCommEd program yet in the traditional mode (Graduate School) which means that there is also no DCommEd in the Open University. In PUP, according to Dr. Castolo, programs offered in the Open University are also offered in the traditional mode (Undergraduate and Graduate School).

There are also qualified faculty members with required educational backgrounds in teaching post-graduate courses who can handle DCommEd subjects. The current faculty members teaching Master's and Doctorate degrees both in PUP Open University and PUP Graduate School are graduates of Doctorate degrees and with relevant experiences. Dr. Castolo mentioned that they are sharing most of the faculty members from the PUP Graduate School. Though there are faculty members in the Open University who are not teaching in the Graduate School, still, a number of faculty members are teaching in both. Most of the faculty members teaching in the Open University who are not in the Graduate School are industry practitioners.

There are also qualified faculty members and administrators in PUP Open University who can be program chairs and heads of DCommEd. Dr. Castolo cited that most of the faculty members of the Open University teaching Master in Communication also hold relevant post graduate degrees and relevant administrative positions in PUP.

PUP can also provide support services required in any Doctorate degree according to Dr. Castolo. Having offered several Master's degree (both in Open University and Graduate School) and Doctorate degree (in Graduate School), PUP support services are established and can be adopted.

CONCLUSION

Based on the objectives of the study, it is therefore concluded that there is a need for the Doctor in Communication Education program. The communication educators involved in this study needs a vertically aligned program for their career development.

There is a market for the DCommEd program. The respondents of this study intends to enroll in this program should this be offered. But, they are not yet sure when will they enroll. Also, most of the respondents prefer the traditional mode of delivery of the program over distance education.

It is feasible to offer DCommEd in PUP Open University. PUP Open University Director said that PUP can offer the program in terms of curriculum, faculty, administration and support services provided that proper budget will be allocated for the said program.

PUP Open University is also prepared in offering the DCommEd. The administration is willing to propose for a curriculum. There are qualified faculty members and administrators in the University. And support services are provided for the DCommEd program.

RECOMMENDATION

This study recommends that a curriculum should be created to further strengthen the proposal. This curriculum must include subject offerings based on the recommendations of communication educators who are the potential enrollees of DCommEd program.

The University must also look into other post graduate degrees that can be offered via distance learning. With this, it will be more convenient for the students and teachers.