

Nomenclature Change Proposal

We propose to rename the existing Master of Arts in Community College Education to Master of Arts in Higher Education and to rename the existing Community College Education Administration track as a Higher Education Administration track. The specializations in Community College Teaching would remain within the MA in Higher education.

The modification in the program's name reflects the transformation that has been occurring at the postsecondary level, as the distinction in the nature of the activity of two-year and four-year colleges diminishes. The quickening pace of change and the economic transformation that characterize our society have resulted in the need for continuous learning. Two-year colleges are increasingly offering educational programs for people who possess baccalaureate and graduate degrees, while four-year colleges routinely provide offerings for "nontraditional" students whose higher education needs were previously served by the community colleges. At the same time, the growth in distance learning opportunities further serves to muddy the distinction, as students can complete courses from any number and type of institution in fulfillment of associate's and bachelor's degrees.

Similarly, much of the administrative activity at two- and four-year colleges is indistinguishable along degree level lines. For example, the nature of the work in a career planning office, a financial aid office, a women's center, a planning office, etc. is the same at both types of institutions. People receiving graduate degrees typically apply for positions at both types of institutions. Indeed, courses in the existing administration track in the MA in Community College Education program routinely attract -- and are relevant to -- students interested in pursuing careers in administration in the four-year setting, as well as the two-year setting. A change in the name of the degree and the administration track will both improve the marketability of the graduates and make the program more attractive to students who want to work in the postsecondary setting.

**Master of Arts in Higher Education
(with Tracks in Community College Teaching
and Higher Education Administration)**

In the fall of 1996, the Department of Educational Leadership received a Rowan departmental grant to review our existing master's degree programs. This effort was based on our collective understanding that these programs last received concerted scrutiny in 1988, that a program for the first decade of the twenty-first century might need to be different from one that has proven effective for the last decade of the twentieth century, and that through our development of the Ed.D. in Educational Leadership we had learned much that could also be useful at the master's level. As we proceeded with our review, we consulted with current and former students, school and college administrators, and nationally prominent educators in our field. As a result, we have proposed a series of changes to our master's programs.

This package of materials is pertinent to the existing M.A. in Community College Education. We propose to rename this program as a Master of Arts in Higher Education and to rename the existing Community College Education Administration track as a Higher Education Administration track. At the same time, we propose to restructure the administration track to include courses with the same intent as those in the existing track, but with a focus that is clearly higher education (rather than the current K-12 or business administration focus found in those courses).

This modification will make our program more attractive to students who enroll in the community college program, but are interested in pursuing careers in the full range of higher education institutions. The revised program would also serve some students who currently enroll in the master's program for school (K-12) administrators, but whose career interests are more broadly focused on higher education. Courses in this track would also serve an emerging higher education track in the Student Personnel Services program (which, too, is currently K-12 focused, but which enrolls many students who plan careers in higher education).

The revised program would utilize one of the most important characteristics of the Ed.D. in Educational Leadership -- a highly sequenced, cohort-based program for full-time students (many with graduate assistantships); they would complete the program in two years. (The Department of Educational Leadership will work collaboratively with the Dean of the Graduate School to identify appropriate assistantships.) Part-time students would also be admitted to the program; they would be carefully advised regarding the sequencing of courses so that they can finish in four years or less.

The Curriculum

The revised curriculum mirrors the existing curriculum, with the primary changes being the focusing of courses on the higher education sector, and the changing of certain courses from being electives to being required. The existing basic requirement, The Junior Community

College, would be renamed Higher Education in America to reflect its new breadth. The basic content of this course would not change though the emphasis would shift. Currently, the course provides a broad overview of the functioning of community colleges within the context of the broader field of higher education. As revised, it would place greater emphasis on higher education in general with community colleges as an important sector within the field. Among the other existing requirements, the research procedures course would remain. The two course, eight credit community college internship sequence would be replaced by a three course, nine credit sequence of practicum, field-based change course, and reflective seminar. As is the case with the current internship, the thesis would be part of this sequence. In place of the existing Theories of Learning/Educational Psychology course (which typically focuses on the younger learner), the new curriculum would require a course on the Nontraditional Student (which would be clearly higher education oriented), but would permit students to take either Theories of Learning or Educational Psychology if their schedule did not permit the new course.

Currently, students take 18-24 elective credits selected primarily from a list of nine courses (most of which are K-12 focused). We propose to limit students to one free elective and require them to complete five courses that mirror the current electives. The Educational Organizations and Leadership elective would become a requirement. The current elective, Administrative Theory and Behavior, would be renamed, Higher Education Administration, and its content focused on higher education. Currently, the content is tailored to meet the needs of those who enroll by providing the theory in a generic fashion and having students apply the theory to their work setting, whether K-12 or higher education. Under the revised approach, the k-12 application would be deleted. The school law course would be replaced by a new course, Legal Issues in Higher Education. The Systems Analysis in Educational Administration course would be replaced by a new course that focuses on higher education planning and budgeting systems. In addition, a course on student services in higher education (which was offered in 1996 as a one-time special topics course) would also be required.

Full-time students, who would complete the program in two academic years, would enter the program in the fall semester and would enroll in the courses in the order in which they are displayed in Table 2. Part-time students could enroll in any semester and would be carefully advised so that they can complete the program in no more than four academic years.

Table 1
Existing Curriculum Compared to Revised Curriculum

<u>Existing Curriculum</u>	<u>Revised Curriculum</u>
• Procedures and Evaluation in Research	• Procedures and Evaluation in Research
• The Junior Community College	• Higher Education in America
• Theories of Learning/Educational Psychology	• The Nontraditional Student/ Theories of Learning/Educational Psychology
• Seminar/Internship in Community College Education I (4 credits)	• Practicum in Higher Education Administration (3 credits)
• Seminar/Internship in Community College Education II (4 credits)	• Change in Higher Education (3 credits)
	• Higher Education Administration Capstone Seminar (3 credits)
<u>Electives (18-24 credits) primarily from:</u>	
• Educational Organizations and Leadership	• Educational Organizations and Leadership
• Administrative Theory and Behavior	• Higher Education Administration
• School Law for Administration and Supervision	• Legal Issues in Higher Education
• Systems Analysis in Educational Administration	• Planning and Resource Allocation in Higher Education
• Employer-Employee Relations	• Student Services in Higher Education
• Organizational Behavior and Theory	
• Observation Skills for Supervisors	• Elective (3 credits)
• Fundamentals of Curriculum Development	
• Computer Technology in Educational Administration	