

*James College of Education*

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State of New Jersey  
GLASSBORO STATE COLLEGE  
GLASSBORO, NEW JERSEY

OFFICE OF THE PRESIDENT  
609 - 445 - 5202

April 9, 1973

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1973  
Ⓟ*

Dr. Robert Birnbaum  
Vice Chancellor  
Department of Higher Education  
225 West State Street  
Trenton, New Jersey 08625

Dear Bob:

Attached is a copy of our latest revision of the proposal "Cooperation of Southern New Jersey Institutes of Higher Education in the Support of the Master of Arts Program in Community College Teaching." This proposal has been presented to the presidents of the several southern New Jersey community colleges.

It is my understanding that these presidents will appoint a representative from each college to review the proposal and if deemed necessary, make further revisions. This final proposal will then be sent to you, for transmittal to the curriculum committee of the county colleges.

For many months we have been working to develop this document and to build into this program those components which will insure quality and effectiveness in reaching the program goals: a sensitive, competent faculty for the two-year colleges. Our conversations have given me some indication of your concerns for quality; I believe this document will speak to those concerns. We too have no intention of presenting less than top-quality teaching anywhere.

I hope that we can reach closure on this proposal shortly and then move hard for implementation.

Sincerely,

*[Signature]*

Mark M. Chamberlain  
President

*[Handwritten notes and signatures]*

MMC:jmp

- cc: Dr. Brown
- Mr. R. Harris
- Dr. R. Smith
- Dr. Masia

*James L. Smith*

A PROPOSAL  
for the  
COOPERATION OF SOUTHERN NEW JERSEY INSTITUTES OF  
HIGHER EDUCATION IN THE SUPPORT OF THE  
MASTER OF ARTS PROGRAM IN COMMUNITY COLLEGE TEACHING

Presented by

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Glassboro, New Jersey

March 19, 1973

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## THE NATIONAL SCENE

### Growth Predicted

Public junior colleges have emerged as a major segment of higher education. The February 1971 Junior College Journal stated that nearly 2,400,000 students were attending 1,070 community-junior colleges. The Carnegie Commission on Higher Education has predicted an additional 230 to 280 new two year colleges by 1980. The National Advisory Council on Education Professions Development Report of 1972 stated:

In 1980, community-junior colleges may employ 78,889-118,000 more staff than in 1971. Hopefully, the colleges will employ more staff who share many of the attributes of 1971's good teachers—a communications-orientation to the study of subject matter, flexibility, "feeling," a high regard for students and their total development...

### Need for Faculty Training Programs

The Council stated that what is needed are "teachers who can combine a strong academic background with a sensitivity to special student needs." The Council listed those program components which they considered essential to any preservice program in junior college teaching:

1. understanding of the history of and a commitment to the two-year college philosophy.
2. understanding and acceptance of the students attending the two-year college.
3. internship experience for those who want to work in a community-junior college, and
4. development of the teacher's humanistic personality.

## A REVIEW OF EXISTING PROGRAMS IN OTHER STATES

### Existing Programs

Cohen and Brawer in Confronting Identity: The Community College Instructor reported that in 1964 only 23 universities or colleges offered as much as one course on the junior college. The Education Professions Development Act has provided a boost to such programs since 1968. By 1970 more than 200 colleges and universities have indicated an interest in establishing programs to prepare two year college instructors. "Many of these programs, similar in format have been the outgrowth of plans formulated by state agencies or by consortia of colleges working with universities." Gleazer has expressed fear that graduate degree granting institutions "may turn out to be only thin overlays on substantially unchanged graduate offerings."

Some programs have been designed to serve specific geographic areas. The Midwest Technical Education Program funded by the Ford Foundation has provided both graduate credit and financial aid to participants. This program includes intern teaching, the observation of master teaching, an orientation to student personnel programs, field experiences, course work, case studies, and seminars.

Eastern Washington State College has developed a program of inter-institutional exchange with on-campus internships and summer workshops.

A survey of other programs reveals that the following issues, knowledges, and experiences have been provided. None of the programs have provided for all of these, but each has provided one or more of the following concerns or components:

- A. The History of the Junior College
- B. Learning Theory
- C. Curriculum Development
- D. Guidance and Counseling
- E. Administrative Organization
- F. Internship Experience
- G. Knowledge of Programmed Instruction
- H. Use of Reproducible Media
- I. Instructional Goals and Objectives
- J. Interdisciplinary Curriculum Construction

The Fredonia Plan has been heralded as an innovative approach toward the preparation of two year college instructors. It has been referred to as "experimental" by the March, 1972 edition of American Education. The students are expected to complete 24 credit hours of coursework in their major fields of study, to spend one semester interning in teaching at cooperating community colleges, and to complete a six-credit practicum in college teaching methods. The program has been funded by the U.S.O.E. under Title V Part E of the Education Professions Development Act.

Nova University of Fort Lauderdale, Florida, has recently announced an Ed.D. Program in Community College Teaching. The areas of specialization are Administration, Behavioral Sciences, and Engineering Technology. The program "goes to the student." Clusters of 30 students are formed on campuses with members of their faculties who hold doctorates serving as adjunct professors for Nova University. The program includes independent study, seminars, and performance based practicum. A member of the faculty of Nova flies into the site to conduct an intensive seminar once a month.

The October 16, 1972 edition of The Chronicle of Higher Education emphasized the "virtual nonexistence" of programs preparing people specifically for jobs in community colleges. The article provided a summary of the major statements of the National Advisory Council on Education Professions Development in their report entitled "People for the People's Colleges." The report stated that:

...most community-college staff members have been trained for something else.

...few of the teachers attended community colleges themselves, that perhaps only a third of them have taken as much as a single course on community colleges, and that a considerable number apparently have little appreciation either for their institution's unique mission or for the problems and aspirations of its "open door" clientele.

The report stated that "hiring Ph.D.'s in large numbers might be dangerous for community colleges because it could draw the college away from their primary task of serving 'low' and 'marginal ability' students." The Chronicle article recommended that the following components be included within programs geared toward the preparation of community college teachers:

1. Internship experiences
2. A specific course dealing with the history, mission, and philosophy of the two year college.
3. Courses on learning theory, teaching techniques, testing, instructional media, and characteristics of students.

In the November 6, 1972 issue of The Chronicle of Higher Education, Charles R. Calvin and Morgan D. Dowd presented the statement that "the best hope for preparing two year college instructors lies with the four year institution limited to offering the master's degree and the community college itself."

#### Evaluation of Existing Programs

The American Association of Colleges for Teacher Education in their Bulletin of July, 1972, concluded that junior college teacher preparation was "inadequate."

Friboda surveyed a large number of colleges and universities offering junior college teacher preparation courses. Some of the unique components which were reported are presented:

1. Work in programmed instruction.
2. The use of reproducible media.
3. The specification of instructional goals and objectives.
4. The sociological characteristics of junior college communities.

It was also recommended that the four year institution must be willing to develop cooperative relationships with two year colleges. The Smolich Survey was reviewed by the AACTE Bulletin. The survey indicated that internship programs and courses dealing with methods and procedures of instruction were offered by "only a few" of 87 responding institutions. Before actively participating in the teaching process within a community college the student intern should be familiar with:

1. His academic field.
2. Theories of learning.
3. The process of curriculum development.
4. Programmed instruction techniques.
5. Use of reproducible media.
6. Writing behavioral objectives.
7. Lesson planning and course construction.

#### THE NEW JERSEY SCENE

##### Growth Predicted

Since the passage of the County College Act of 1962, fifteen public county community colleges have begun operation. The report of the Carnegie Commission entitled The Open-Door Colleges has projected an average enrollment range of 3500-5000 students in 1980 in those community colleges which provided for an average enrollment of 1,784 students in 1968. The Commission has also estimated that 6-9 additional community colleges will be needed in New Jersey by 1980.

The Community College Finances 1971-72 report predicted that "total community college FTE enrollments will increase by 16 percent over the previous fiscal year..." Mr. Kenneth Wright, the Director of the Division of Two Year Colleges for the State of New Jersey has predicted that an additional 1470 full-

time teaching faculty will be needed in the community colleges within the next five years. These data are based on the assumption that a seventeen to one mean ratio of faculty to students will continue to exist. The Draft of the New Jersey Master Plan for Higher Education - Number 2 of December, 1970, has predicted that 52,000 full-time undergraduates will be enrolled in our community colleges in 1975. This number is predicted to grow to 67,200 full-time students in 1980; further growing to a total full-time enrollment of 74,912 in 1985. It is logical to assume that this increase in student population will create a corresponding need for additional faculty.

The Draft of December, 1970, also indicated that occupational programs will experience a greater thrust in the future by the statement that "There is every indication that in the future they (the community college) will undertake virtually all such post-secondary occupational education." This statement has implied that not only will people be needed to teach within occupational programs, but that occupational and career counseling services can be expected to provide assistance to a greater number of students when they are faced with the task of curriculum and career choice.

#### The Purposes of the Community College

The scope of accepted purposes of the community college is broad. The two year college has accepted a challenge which is monumental, if not impossible (in fact some contemporary leaders have criticized the junior college for this acceptance). The purposes have been stated separately, but in fact they are interdependent. Dr. Joseph Cosand, who wrote a report entitled The Future of Associate Degree Education for the State Board of Higher Education stated that public two year colleges should provide:

1. Occupational and Technical Programs
2. Transfer/Parallel Programs
3. General Education Programs
4. Community Service Program
5. Developmental and Remedial Programs
6. Counseling and Guidance Programs

This presentation of the purposes or functions of the two year college is an accurate indicator of the majority of the national literature which deals with the subject. The legislation of New Jersey indicates that this state is also committed to the multi-purposed institution known generally as the community college.

THE EXISTING M.A. PROGRAM IN JUNIOR COLLEGE TEACHING  
AT GLASSBORO STATE COLLEGE

The M.A. Program in Junior College Teaching is currently intended to prepare professional personnel to teach academic subjects within the community colleges. The program is limited in scope in that it basically provides a source of faculty to serve the "transfer" and "general education" functions of the two year college. The admission requirements and the recommended and required distribution of courses which presently exist are presented in Appendix A of this proposal.

The program has appealed strongly to the following: outstanding graduates of the State Colleges who have undertaken a fifth year of study, liberal arts college graduates with or without professional education, personnel retiring from military services who hold the bachelor's degree, and practicing secondary school teachers.

We have assumed that the person to be employed in general education teaching in the junior college should be at least as well prepared as the person employed for the lowest rank in the State Colleges. Therefore, these minimal conditions

have been approximated in this program. In lieu of actual teaching experience we have stressed the internship experience.

### Specialized Courses

This program has not been considered to be terminal in nature, but has been designed to provide for entry into Junior College Teaching.

Only one course has been developed which is solely available to matriculated students within this program; The Internship in Junior College Teaching. The course entitled Junior Community College, aside from being required of Junior College majors, is open to the total graduate population as an elective. In fact, many current community college professors have elected to enroll in this course.

### The Present Design of the Program (33 S.H. minimum)

The existing Master of Arts Program in Junior College Teaching is designed to prepare persons to teach academic subjects within the two year college. In a sense it provides a blending of the academic and the professional. This program has attracted people who have completed their undergraduate studies in an academic (liberal arts) field, or as specialized teachers at the secondary level. They are then exposed to a pattern of experience which will hopefully assist them in promoting the learning of students in community colleges. The following program requirements presently exist:

1. Basic Professional Courses

6 S.H.

Each student must complete a minimum of 6 semester hours within this block of offerings. Typically, the student enrolls in the course entitled Foundations of Education and Adolescent Psychology.

2. Academic Specialization

18-26 S.H.

Each student is required to complete a minimum of 18 semester hours of graduate study in his academic field e.g.,

English, History, Life Sciences, Political Science, Physical Science, or Social Sciences.

Within this area each student is required to enroll in the two semester four or six credit Seminar related to his special teaching field. These seminars require that a research project be completed by the students in all of the special teaching fields except for English. The English Seminar is concerned with "the intensive study of a particular aspect of literature," with one or more seminar papers being required.

### 3. Specialized Professional

9 S.H.

The student is required to complete nine graduate hours within this area. Each student initially enrolls in the 3 S.H. course entitled The Junior Community College. The basic purposes of this course are to provide an understanding of the philosophy and resulting functions and structures of the two year college. The characteristics of the community college student and the supportive services provided which relate to the counseling and guidance are also discussed. This course hopefully provides the student with sufficient "insight" to enable him to realistically function and contribute within the two year college setting.

The culminating activity of the program is participation in the Internship in Junior College Teaching (6 S.H.). This is a two semester experience; the first semester basically deals with the discussion of relevant issues, reinforced by visits to community colleges to observe programs and structures. The second semester requires that each student spend a minimum of six hours per week on the community college campus to which he is assigned. Students are typically assigned to a number of the faculty of that college, and hopefully the students gradually assume increased teaching responsibility (some students however have not taught). Those students who have taught have been evaluated by both the Glassboro Program Coordinator and the cooperating community college professor. The internship student's meet as a group periodically during the second semester to discuss, evaluate, and make recommendations for change related to this "on site" experience.

### Student Enrollment

Fifty one (51) graduate students were matriculated in the program as of September 1, 1972. Eight (8) additional students had completed application and

were awaiting interview by the Program Coordinator at that time also. Fifty two (52) additional students have filed application in the admissions office.

The academic field of specialization of Science (either Life Science or Physical Science) was selected by nine students; nine students are preparing to teach History; twelve students are preparing to teach Social Studies; eighteen have identified their academic field of specialization to be English; three students are studying to prepare themselves for a career in teaching Political Science in the two year college.

#### The Academic Qualifications of Existing Students

The mean ( $\bar{x}$ ) Combined Graduate Record Examination Aptitude Score of those students who are presently matriculated in the M.A. Program in Junior College Teaching is 1069.31. The mean Verbal Score of those students is 575.86 (a verbal score of 520 has been required for admission to the program). The mean verbal score of those matriculated students indicates that the average student achieved at approximately the 70th percentile.

These data are based on the normative data provided by the Educational Testing Service which administered the instrument to 653,831 students from May '67, through April, 1970.

It should also be noted that less variability exists within the Glassboro group than with the national group in terms of verbal aptitude. The standard deviation of the national population is 125; with the local verbal standard deviation being 83.39. This is, to a great part, a result of the selection process.

#### Colleges From Which Students Received Their Bachelors Degree

The fifty one (51) matriculated graduate students received their undergraduate degree from the following institutions:

Boston University  
Glassboro State College\*  
Oberlin  
Rutgers University\*  
Temple University\*  
St. Josephs\*  
West Virginia University  
New York University  
Pan American College  
Drexel University\*  
Virginia Military Institute  
Cornell University  
St. Elizabeths

University of Illinois  
Allegheny College  
Montclair State College  
Ottawa University  
David Lipscomb College  
University of Bridgeport  
Kutztown State College  
East Stroudsburg State College  
Maryville College  
University of Virginia  
Susquehanna University  
Trenton State College  
University of Delaware  
Villanova

\*Indicates multiple representation

#### Employment Success

A total of twelve (12) graduate students received their M.A. Degree in Junior College Teaching before May, 1972. A questionnaire and cover letter were mailed to each graduate in an attempt to identify their success in terms of gaining employment in a position related to their preparation. Nine (9) graduates returned the questionnaire. Eight of the nine graduates had formally sought full-time employment within either a two or four year college. Four (4) of the eight were successful in terms of being employed within an institution of higher education on a full-time professional basis. Of the four that were not employed within higher education one was employed by a public school system as Director of Continuing and Adult Education. That graduate volunteered satisfaction with that position since he felt that the position was closely related to the community service function of the community college.

The enrollment records of the graduate course entitled The Junior Community College were available for the 1971-72 academic year, and for the section which was offered during the summer of 1972. A total of forty-eight (48) students were enrolled in those three sessions. Five (5) of those students were employed as professors at community colleges in Southern New Jersey. Eleven (11) of the forty-eight were officially matriculated in the Junior College Program. Of that

eleven, nine (9) actively attempted to obtain a contract at a community college. Five (5) of that nine were successful in being offered contracts by community colleges in New Jersey.

In summary, it has been indicated that seventeen (17) students sought contracts while active within our junior college program. Eight (8) of those students were offered full-time contracts; seven offers were from community colleges, with one contract being offered by a four year college.

#### Cooperating Departments

This program has received the cooperation of the English, History, Life Science, Physical Science, Political Science/Economics, and Geography/Anthropology Departments. This cooperative relationship is critical for the support of this program which has attempted to prepare people to teach academic subjects within the community colleges.

#### History

The following professors have taught graduate courses offered by their department during the last academic year:

|             |       |                            |
|-------------|-------|----------------------------|
| Bender      | Ph.D. | New York University        |
| Wanek       | Ph.D. | Georgetown University      |
| Livingston  | M.A.  | New York University        |
| Hewsen      | Ph.D. | Georgetown University      |
| Heberer     | Ph.D. | Michigan State University  |
| Porterfield | M.A.  | University of Pennsylvania |

These graduate History courses are presently offered:

Twentieth Century America  
A History of Black People in the New World  
Development of South Asia to the Mogul Period  
Development of South Asia from the Mogul Period  
Development of China to the Early Manchu Period  
Development of China since the Early Manchu Period  
Development of Japan to the Tokugawa Period  
Development of Japan since the Tokugawa Period

Development of Southeast Asia to the 18th Century  
Development of Southeast Asia since the 18th Century  
History of Russia to 1855  
History of Russia since 1855  
The Philosophy of History  
New Jersey in American History  
Contemporary European Problems  
History of France to 1835  
History of France since 1885  
Seminar in Social Studies and the Teaching of Social Studies

The catalogs of three community colleges were randomly selected. The following courses in History were offered by those two year colleges in an attempt to serve their general education requirements and function:

Western Civilization I and II  
American History I and II  
Afro-American History I and II  
History of Europe since 1815  
History of Modern Asia

#### English

These professors have taught on the graduate level for this department:

|           |       |                            |
|-----------|-------|----------------------------|
| McKenzie  | Ph.D. | Harvard University         |
| Carb      | Ph.D. | University of Pennsylvania |
| Yannella  | Ph.D. | Fordham University         |
| Mitchell  | Ph.D. | Syracuse University        |
| Glassberg | Ph.D. | Temple University          |

The English Department offers these graduate courses:

History of the English Language  
Modern English Grammar  
Old English  
Classical Influences in English Literature  
Studies in Chaucer  
English Medieval Literature  
Studies in Shakespeare  
Studies in Milton  
English Renaissance Literature  
Studies in English Literature 1600-1800  
Studies in American Literature Prior to 1830  
Studies in Romanticism  
Studies in American Literature 1830-1870  
Studies in Victorian Literature  
Studies in American Literature since 1870  
Studies in Contemporary Literature  
Principles of Literary Criticism  
English Seminar

These courses represent a sampling of the introductory or lower division

English courses offered by two year colleges in New Jersey:

Composition I and II  
American Literature I and II  
Introduction to Journalism  
Foundations of English  
British Literature I and II  
Introduction to Drama  
Introduction to Poetry  
Introduction to Classical Literature  
Report Writing  
Major themes in Literature

### Life Science

The staff members who teach graduate courses are:

|              |       |                            |
|--------------|-------|----------------------------|
| Stoudt       | Ph.D. | Johns Hopkins University   |
| Husain       | Ph.D. | Cornell University         |
| Relund       | Ph.D. | Rutgers University         |
| Meagher      | Ph.D. | St. Bonaventure University |
| Gershenowitz | Ed.D. | Columbia University        |
| Green        | Ph.D. | Purdue University          |

Some of the offerings of this department on the graduate level are:

Evolutionary Theory  
History and Philosophy of Science  
Principles of Soil Science  
Selected Topics in Earth and Space Science  
Advanced Invertebrate Paleontology  
Modern Biology I and II  
Comparative Morphology of Vascular Plants  
Plant Physiology  
Animal Physiology  
Entomology  
Synecology  
Pine Barrens Ecology  
Ecology of the Estuary  
General Embryology of Animals  
Human Genetics  
Independent Study  
Seminar in Science and the Teaching of Science

A sample listing of community college courses offered in this area of science is presented:

General Biology I and II  
Anatomy and Physiology I and II  
Microbiology  
Histology  
Human Biology  
Introduction to Biology

Physical Science

A list of the faculty who teach graduate courses offered by this department is presented below:

|          |       |                          |
|----------|-------|--------------------------|
| Denker   | Ph.D. | Platoma State University |
| Glusky   | Ph.D. | University of Missouri   |
| Hultz    | Ph.D. | University of Michigan   |
| Soldner  | Ph.D. | New York University      |
| Winsmore | Ph.D. | University of Texas      |

These courses are offered on the graduate level:

Descriptive Astronomy  
Selected Topics in Physical Science  
Modern Physics I and II  
Mechanics  
Light  
Electronics  
Electricity and Magnetism  
Atomic Physics  
Modern Chemistry I and II  
Biochemistry  
Seminar in Science and the Teaching of Science

These courses related to the physical sciences are taught on the two year college level:

College Physics I and II  
Basic Physics  
Elements of Physics  
Topics in Modern Astronomy

#### Political Science

The professors of the Political Science/Economics Department who teach graduate courses in political science are:

|          |       |                            |
|----------|-------|----------------------------|
| Anderson | Ph.D. | University of Pennsylvania |
| Johnson  | Ph.D. | Columbia University        |
| Blasen   | M.A.  | Columbia University        |

The Political Science Department offers the following graduate courses:

Contemporary Latin America  
World Community  
History of American Political Thought  
The United States and World Affairs  
Government and Politics of the Soviet Union

graduate studies of the Middle East  
center in Social Studies and the Teaching of Social Studies

These courses represent a duplicate of the Political Science courses  
offered by public two-year colleges:

International Relations  
Introduction to Political Science  
Introduction to Government  
Politics of the American West  
Introduction to Public Administration  
Comparative Government

Social Studies

As students have opted to build upon and emphasize their undergraduate  
social studies research referred to as social studies. Aside from selecting  
courses from the related areas previously presented, they also may select from  
these additional graduate offerings of the Geography and Anthropology Department:

Anthropology Department:

Culture and Personality  
Cultural Anthropology  
Contemporary Social Problems  
History of Sociological Thought  
Relations of the Public Schools with the Institutions and Agencies of New Jersey  
Comparative Economic Systems  
The American Economy  
Current Economic Problems of New Jersey  
Workshop in New Jersey's Economy  
Area Studies in Geography  
The Geography of New Jersey  
Field Studies in Social Science  
Seminar in Social Studies and the Teaching of Social Studies

Additional faculty who teach these graduate offerings are:

|            |       |                          |
|------------|-------|--------------------------|
| Wentzfield | Ph.D. | University of Pittsburgh |
| Dwight     | Ph.D. | Duquesne University      |
| Wesley     | Ph.D. | Temple University        |

## RECOMMENDATIONS FOR CHANGE

### Overview

It has been stated that "the master's degree is a bit like a streetwalker, all things to all men and at different prices." This analogy could be put to bed (excuse the pun) by noting that the degree is being awarded with greater frequency. The master's degree as preparation for two year college teachers has been debated for years.

The arguments both pro and con are complex. In years past, many cited the shortage of doctorates as the prime reason for the hiring of the holder of the master's degree at the two year college. Others have claimed that the function of the junior college is primarily that of "teaching," and that the holder of the doctorate is "too research oriented," that he forces the values and priorities of the university on the two year college. Dr. Arlis Roaden, Dean of the Graduate School of Ohio State University, has stated that "there is little reason to think that Ph.D.'s will be employed in proportions substantially greater than the current level (in two year colleges)..."

The two greatest sources of teachers at the community college continue to come from either the secondary schools or graduate schools. Nattenberger (ED 014 283) has reported that 33 percent of the nation's junior college teachers are recruited from secondary education. Very few of the secondary school teachers of New Jersey have had direct contact with the two year college before entrance into faculty rank. A document published by the National Council of Teachers of English on Research and the Development of English Programs in the Junior College which dealt specifically with English instruction called for work to "bridge the gap between subject matter respectability and professional training."

The community college teacher should be knowledgeable concerning: (a) the

function of the community college, (b) the nature of the student, (c) the curriculum, (d) teaching methodology, (e) his particular academic field, and (f) research as a tool to both improve his instruction and to better understand his special teaching field.

An attempt was made by this professor to survey eight leaders and organizations which were recommended by the A.A.C.P. as possible sources of information which might identify upcoming workshops or seminars dealing with the effective structuring of programs to prepare community college instructors. All of the leaders and organizations responded to the inquiry with none of them being able to identify a workshop or seminar dealing with the issue.

In 1969 the American Association of Junior Colleges published a summary entitled Preparing Two-Year College Teachers For The '70's resulting from an earlier "faculty development symposium." The resulting recommendations were varied, with each major participant presenting a somewhat unique program.

It seems obvious that persons faced with the challenge of preparing community college instructors must draw on their professional creativity sparked by a review of the relevant literature.

#### The M.A. Program in Junior College Teaching at Glassboro

The program as it exists now provides a professional opportunity to individuals who possess an academic background. It is structured to provide a blending of the academic and professional worlds. Graduates of this program teach those courses which are designed to meet the objectives of the "transfer" and "general education" functions of the community college. The existing Junior College Program is offered through the Educational Administration Department of Glassboro. The Proposal for the Allocation of Graduate Programs prepared by the Office of

Planning and Development of the Department of Higher Education and distributed during April of 1971 recognized that department as having the highest number of terminal degree holders of all similar departments in New Jersey. In fact, 100 percent of the full-time faculty (N=8) possesses the earned doctorate. That Proposal stated that the number of doctorates in a department "...gives some indication of the potential breadth and depth of the curriculum."

#### Elements of Specific Program Requirements

The current Basic Professional requirement of six semester hours has generally resulted in students enrolling in the 17.502 "Foundations of Education" and 19.587 "Adolescent Psychology" courses.

The course "Foundations of Education" attempts to provide an insight into the social, psychological, and philosophical foundations of the public schools. The course "Adolescent Psychology" attempts to lead to an understanding of the goals, motivations, and behaviors of those adolescents with whom they will be working.

The Academic Specialization requirement requires that the student complete 18 S.H. of graduate coursework in his academic area of specialty. In academic areas where a thesis seminar is required, a project relating to the junior college should be undertaken in that seminar. The individual is required to possess a minimum of 50 S.H. of combined undergraduate and graduate study.

The Specialized Professional component requires that each student enroll in the 3 S.H. "Junior Community College" course.

This course deals with:

- a. The historical, philosophical, and social foundations of the community college.
- b. The social implications of the community college.
- c. The functions of the community college.

- d. The administrative structure of the community college (internal and external).
- e. The background and behavior of the community college student.
- f. The essential functions of the student personnel services program.
- g. The community college curriculum.
- h. Issues which particularly relate to the promotion of student success in the community college. These issues are viewed with particular regard to their "humanistic" implications. (The course outline and sample discussion topic handouts are presented in Appendix B).

The 6 S.H. "Internship In Junior College Teaching" spans a two semester period. The seminar group meets at Glassboro State College each week during the first semester. Students report on research related to various aspects of the five Southern New Jersey campuses with those county college personnel who are responsible for the area previously covered in the report. During the second semester, the students who lacked teaching or student teaching experience, have a supervised teaching experience set up for them on a community college campus. They are assigned to work with a community college professor in his academic area, and are supervised by a Glassboro State College staff member. Students who have had teaching experience have had a program structured which includes observation, guest-lecturing, and other activities undertaken with a coordinator from the community college. (The syllabus for that course is presented in Appendix C).

#### RECOMMENDATIONS FOR CHANGE OF M.A. PROGRAM

The following recommendations are considered to more effectively provide for the inclusion of those components which are considered to be essential in the view of major leaders and organizations:

## 7. Basic and Specialized Professional

1. That students participate in a new graduate offering entitled "Learning Theory: Application to Classroom Teaching." The feasibility of such a course has been discussed with a member of the Psychology Department. This course should be designed to promote the perception of the relationship between a knowledge of adolescent behavior and the application of theory to promote learning.
- \* 2. That all students enrolled in the "Internship in Junior College Teaching" be required to teach under the supervision of a "cooperating community college professor" and the coordinator from Glassboro State College during the second semester.
- \* 3. That the first semester of the "Internship" emphasize the study of those professional issues, practices, and techniques which will enhance increased teaching effectiveness e.g., course design, lesson planning, behavioral objectives, individualizing instruction, the nature of the community college student and the role of the two year college. A minimum of two site visitations will be scheduled. That outstanding community college professors be solicited to serve as guest lecturers (being paid an honorarium fee through internship fee funds) in relation to those topics in which they are considered to be knowledgeable. This arrangement will not only tend to increase effectiveness, but will promote communications between the program and cooperating institutions. The structure is in agreement with the intent of developing the program in "consortia" with the colleges within the South Jersey Region.
- \* 4. That cooperating junior colleges be encouraged to establish a "teaching chair" to be filled by an intern. The chair would be occupied by a "promising" intern during the second semester. This chair could be a half time position depending on many variables.
5. That emphasis be placed on evaluation input from all sources. The "intern teacher" should evaluate himself along with profiting from a systematic evaluation provided by his students.
- \* 6. That a thirty dollar per semester "internship fee" be charged each student. These monies could be used for many purposes; acquisition of instructional and audio-visual materials, transportation expenses for the supervisor, and honorarium fees for guest lecturers.
- \* 7. That a luncheon be provided for all cooperating professors for orientation purposes. We could also, I am sure, benefit from some of their suggestions while increasing the reliability of the Internship program.
- \* 8. That the on-site visitations of first semester seminar students also include the observation of "Master Teachers."

9. These recommendations, if accepted, would result in each student acquiring 18 S.H. in the basic and Specialized Professional Areas.

10. In direct support of "consortia" between Southern New Jersey institutions, Glassboro State College Interns are presently serving at Atlantic, Camden, Cumberland, Burlington, and Gloucester County Colleges. Salem County College has agreed to accept Interns during the 1973-74 academic year.

### B. Academic Specialization

The academic component of programs which attempt to blend both the "academic" and "professional" aspects of preparation is often criticized. Administrators often cry that such programs "water down" the academic component. A review of the 1971 Annual Guide to Graduate Study has indicated that the Master of Arts programs at Brown, Carnegie Mellon, St. Louis, and Tufts Universities require 24 S.H. of graduate courses in their Liberal Arts Masters Programs. Fordham University requires 18 S.H., with Rhode Island College requiring 24 S.H. in English.

The Master of Arts program in Political Science at Temple University requires 24 S.H. in Political Science.

When considering the related academic components in Master of Arts programs in History, the greatest number of universities (Carnegie Mellon, George Washington, Temple, Illinois, New Hampshire, and Pittsburgh) require 24 S.H. The University of Louisville requires a minimum of 18 S.H. in History.

Not only are the aspects of tradition and comparison involved when attempting to identify those specific academic requirements essential to a program; we must also be aware of the background of the faculty within each department, and those courses which are offered. The professors, their degrees, and representative institutions have been previously presented.

The following recommendations are proposed in light of the previously mentioned considerations:

1. That each student be required to complete a minimum of 24 S.H. in his academic field of teaching. He must enroll in the appropriate seminar which is a full academic year in length and deals with both the teaching of his subject while also requiring that a research project be completed.
- \* 2. That students be provided with the opportunity to enroll in graduate courses within their academic specialization at Rutgers South Jersey if:
  - a. the appropriate course is not offered at Glassboro State College.
  - b. the desired course section is filled to capacity at Glassboro State College.
  - c. they desire to transfer 9 S.H. within their academic component from the South Jersey Campus of Rutgers University.
3. That feasibility studies be initiated to consider the expansion of this program toward cooperative relationships with the Art, Music, Mathematics, and Psychology Departments.
- \* Consortia emphasis with Rutgers South Jersey

#### C. Supportive Services

1. That a booklet be published each year "Announcing the Graduates" of this program. This publication should assist and promote the Placement of the graduates. As the community college is concerned with placement, so should be our program. This mimeographed booklet should present the background data and goals of each student while initially describing our program. It could be financially supported by the \$30 Internship Fee.

#### RECOMMENDATION FOR THE DEVELOPMENT OF A MULTI-FUNCTIONAL PROGRAM

While reviewing many existing programs it was evident that most were not really concerned with preparing people to assist the community college in meeting its objectives related to each of its six major functions. The majority of those programs seem to impose some relevant variables upon a traditional academic core.

As the two year college grows, persons will be needed to function effectively in the counseling and guidance programs, the remedial/development programs, the career programs, and the community service programs.

Our existing Master of Arts Program provides an academic-professional blending related to the parallel and general education functions of the two year college. This program draws from a population of students with academic backgrounds.

What is needed is a program alternative; one which can prepare people from professional backgrounds to apply their specific skills to one of the varied functions of the community college. This alternative program could revolve around a core of experiences which would assist the student in applying his professional skills and knowledge to the two year college. Many of the existing professional graduate programs at Glassboro can be logically related to the various functions of the community college.

Table I

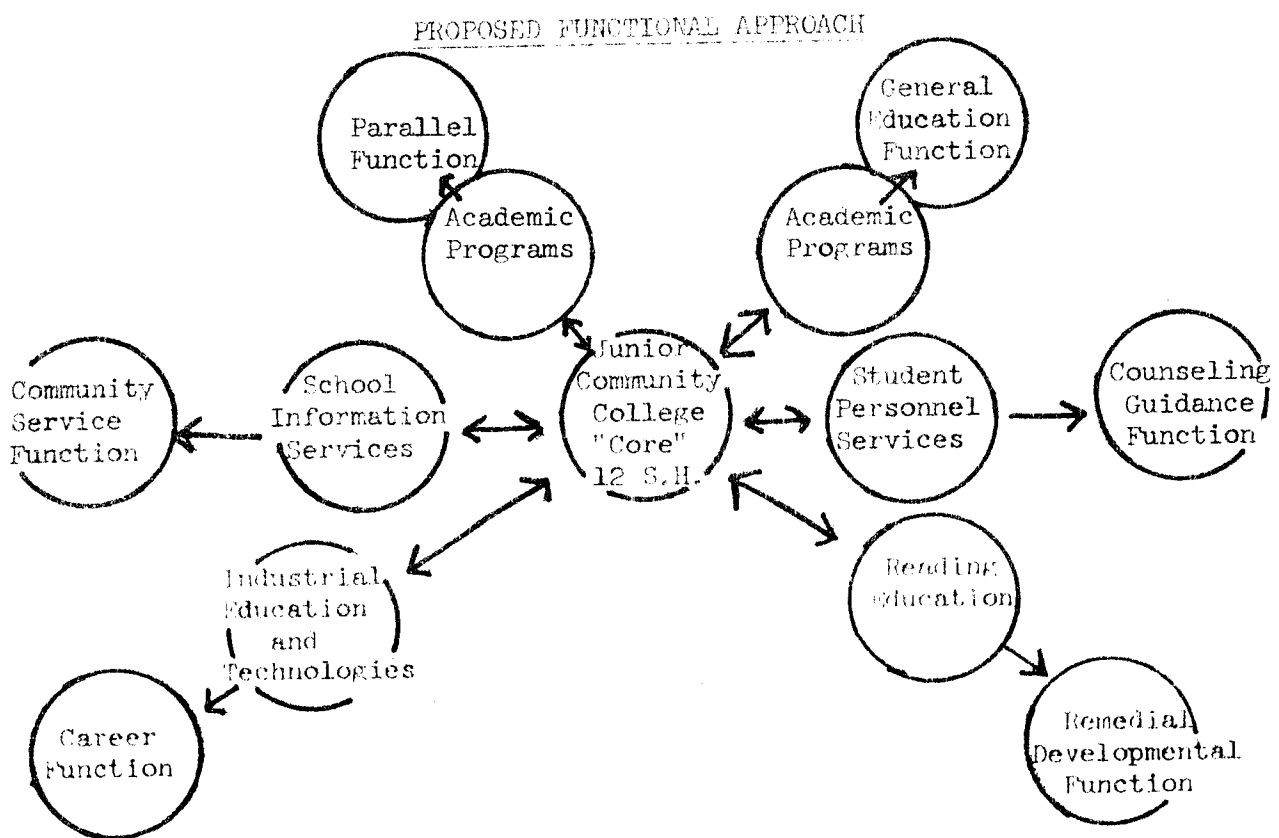
Existing Graduate Programs and Related  
Community College Function

| <u>Graduate Program</u>             | <u>Related Community College Function</u> |
|-------------------------------------|---|
| Reading Education                   | Remediation/Developmental                 |
| Industrial Education and Technology | Occupational/Vocational                   |
| Student Personnel Service           | Counseling and Guidance                   |
| School Information Service          | Community Service                         |
| Academic Areas                      | Parallel and General Education            |

None of the existing graduate programs listed previously in Table I require more than 21 S.H. in their appropriate area of specialization. It is proposed that students in those programs be provided the opportunity to receive their M.A. Degree in their field of specialization, but with a Certificate of Two Year College Specialization. This Certificate would imply that the graduate had completed a program of experiences designed to help him effectively relate his specialty to the junior college. The two year college core of experiences

would consist of 12 semester hours. Each student would enroll in and complete the "Junior Community College," "Learning Theory: Application to Classroom Teaching," and "Internship in Junior College Teaching" experiences. During the internship, the student would function under supervision in the classroom, clinic, or counseling center.

Each existing program of educational specialization would provide a cluster of students who had completed their studies in that particular professional area. These students would then participate in the "Junior Community College Core" of 12 semester hours. This combined strategy could then produce professionals who could contribute meaningfully to the accepted "functions" of the community colleges. Symbolically, the program would look like this:



This "use" of community college experiences would simply require that each related program permit this program to utilize those semester hours typically allocated to their Basic Professional or Elective Requirements. This proposal may well appeal to many. This concept was presented to Dr. Thomas Tsuji, Coordinator of the Graduate Program in Industrial Education. He has expressed a most positive reaction in a letter which is presented in Appendix D.

RECOMMENDATIONS FOR THE FORMAL DEVELOPMENT  
OF A SOUTHERN NEW JERSEY  
CONSORTIA OF COLLEGES

Advisory Committee Recommendation

It is feasible for all of the institutions of higher education of Southern New Jersey to work cooperatively in the support of both programs as previously discussed. It must be emphasized that a program of this nature requires the cooperation of not only individual institutions, but of institutions of varied types. Continued evaluation and feedback are essential. In recognition of this consideration it is recommended that:

1. An Advisory Committee to the Master of Arts Program in Community College Teaching be formed.
2. That the President of each cooperating institution appoint a member of his faculty to serve on the Advisory Committee.

Consortia Service

Once the Advisory Committee has been formed, and when the existing program has been refined, it would then be possible for the Advisory Committee to serve as a central group which would develop programs and experiences in reaction to the needs of area institutions. This committee could serve as the core for the development of activities such as:

1. Cooperative Research Efforts designed to meet the universal needs of cooperating institutions.
2. The development of meaningful Orientation and In-Service Programs.
3. The development or sponsoring of activities to be offered during the summer or academic year which would be designed to upgrade the skills of the faculties of the cooperating colleges.
4. The cooperative design and development of Regional Grants for Funding.
5. The development of a Regional Repository for Related Materials.

#### STRATEGY FOR IMPLEMENTATION

1. The review of this document by the staff of Glassboro State College.
2. The review of this document by the Presidents of the County Colleges of Southern New Jersey.
3. The appointment of a member of each county college to the proposed Advisory Committee.
4. The revision of this document by the Advisory Committee in cooperation with representatives of Glassboro State College.
5. The presentation of the revised document, sponsored by the cooperating colleges, to the Council of County Colleges with the request that the existing program at Glassboro not only be maintained, but expanded in conformance with the recommendations included. This presentation may be required to be initiated through the Curriculum Committee of the Council.
6. The cooperative support of the proposal to the Office of the Chancellor or Higher Education.

APPENDIX A

THE GRADUATE PROGRAM IN JUNIOR COLLEGE TEACHING

## THE GRADUATE PROGRAM IN JUNIOR COLLEGE TEACHING

Dr. Richard R. Smith, Coordinator

This program is intended to prepare professional personnel to teach in the two year college. The program has been constructed in an attempt to promote a blending of those academic and professional experiences which are believed to promote successful teaching in the community colleges. The program is designed to prepare individuals to teach within one of eight Academic Teaching Specialties. Those Teaching specialties which are currently offered through the cooperation of various departments are: Art, English, Life Sciences, Mathematics, Music, Physical Sciences, Psychology, and Social Sciences.

In providing the types of people needed, the program is flexible enough to build upon the previous experience and training which the graduate student brings to his work. Students come into this program from diverse backgrounds, some from teaching at elementary or secondary levels, others fresh from liberal arts institutions, some from professions other than teaching, and some from business and industry. Obviously, their needs will differ, and these needs are to be considered in the sequences followed by students in this program.

### Admission Procedure

1. A student requesting information and/or admission to a graduate program should contact the Office of Admissions.
2. Complete application should be made before the student completes four semester hours of graduate work, and must be made before the completion of six semester hours.
3. A student who is not a graduate of Glassboro must arrange for transcripts of all previous work to be sent directly from his undergraduate college to the Office of Admissions.
4. After the application blank and other necessary documents have been received, the applicant should arrange to appear for an interview with his coordinator.
5. When the applicant's papers have been processed, the Admissions Office will notify the candidate of the Committee's decision.

### Requirements for admission to this program:

1. A bachelor's degree from an accredited college or university.
2. A letter of recommendation from candidate's superintendent or employer in business or industry. Applicants continuing immediately from undergraduate school should submit letters from two faculty members.

Requirements for admission to this program: Cont.

3. An undergraduate grade point average of "B" in courses in the major field and a Graduate Record Examination Aptitude test score of at least 520 (50th percentile) on the verbal ability section. Graduate students specializing in Mathematics or the Sciences should have at least 520 (50th percentile) on the quantitative ability section.
4. A positive recommendation of the program coordinator after a personal interview.
5. Approval of the Graduate Committee on Admissions.

GENERAL DEGREE REQUIREMENTS:

1. A minimum of thirty-three semester hours in approved courses is required.
  - (a) A maximum of eight semester hours of graduate credit from an accredited college or university may be applied toward the required thirty-three credits. However, these courses must be approved by the student's program coordinator.
  - (b) A maximum of six semester hours of upper-level (junior or senior) undergraduate courses may, with the approval of the student's coordinator, be counted towards the thirty-three semester hour requirement. These courses must have been taken after the student received his bachelor's degree.
  - (c) An average of B must be presented for all graduate work involved in the thirty-three hour requirement. Grades less than C will receive no credit in the degree program, and the number of courses permitted with a grade of C will be limited to three.
  - (d) The written permission of the Program Coordinator must be obtained before enrolling in the Internship in Junior College Teaching.
  - (e) All candidates must complete those comprehensive and research requirements which are mandatory for those students receiving their M.A. Degree within each graduate teaching specialization program.
  - (f) A student must attend Glassboro State College as a full-time student for one semester or for one regular (five week) summer session (a minimum of 5 S.H. is required).
  - (g) The master's degree must be completed within a period of six years.

THE MASTER'S DEGREE PROGRAM

|   | S.H.            |
|---|-----------------|
| I. Basic Professional Area (Required).....  | 6               |
| 0824.502    Foundations of Education (Required).....  | 3               |
| and   |                 |
| 0822.587    Adolescent Psychology.....  | 3               |
| or  |                 |
| 0822.512    Educational Psychology.....   | 3               |
| or  |                 |
| 0822.586    Psychology of Motivation and Learning.....  | 3               |
| or  |                 |
| 2009.589    Advanced Human Behavior and Development.....  | 3               |
| II. Specialized Professional (Required).....  | 9               |
| 0806.605    The Junior Community College .....  | 3               |
| * 0806.601    A and B, Internship in Junior College Teaching .....  | 6               |
| * Written permission must be obtained from the Program Coordinator<br>before enrolling in the Internship.   |                 |
| III. Academic Specialization (Required).....  | 18-24           |
| Depth in an academic field to the extent commonly found in a person<br>who has at least 50 S.H. of undergraduate and graduate study in the<br>field. Knowledge of research and findings relative to the junior<br>college is desirable. A project relating to the junior college should<br>be undertaken. |                 |
| Academic Advisors available for the Teaching Specializations are:   |                 |
| Art.....  | James Wright    |
| English.....  | Rose Glassberg  |
| Life Sciences.....  | Harry Stoudt    |
| Mathematics.....  | Robert Mitchell |
| Music.....  | Donald Norton   |
| Physical Sciences.....  | Charles Schultz |
| Psychology.....   | Ruth Dugan      |
| Social Sciences.....  | Robert Hewsen   |

APPENDIX B  
COURSE OUTLINE  
THE JUNIOR COMMUNITY COLLEGE

GLASSBORO STATE COLLEGE  
GLASSBORO, NEW JERSEY

THE JUNIOR-COMMUNITY COLLEGE 3 S.H.  
DR. EDWARD R. SMITH

A. Objectives of the course

This experience will enable the individual:

1. To understand and explain the philosophical bases of the two-year college.
2. To understand the societal traits and conditions which led to the development of the two-year college.
3. To recognize variations in purposes and structures of two-year college.
4. To explore the diverse nature of the two-year college program and its affect on the community.
5. To review current issues related to the two-year college.
6. To recognize and understand the accepted purposes of the junior-community college.
7. To discuss and understand the patterns of internal and external organization related to the two-year college.
8. To recognize the relationship of the two-year college with other institutions of higher education with the state system.
9. To understand the sources and legal bases related to the development of policy within the two-year college.
10. To become aware of the nature of the two-year college student resulting from the review of recent research.

E. Required Text

Lynch, James M., Born of Necessity. Vineland, New Jersey: Standard Publishing Co., 1970.

1. Content

| <u>Meeting Number</u> | <u>Topic for Discussion</u>  |
|-----------------------|--|
| 1.                    | General Discussion - Course Objectives<br>Student Assignments - Grading - Historical<br>Development of the Community College           |
| 2.                    | Historical Development of the Community College<br>Purposes and Characteristics - Philosophy<br>Needs Related to the Community College |
| 3.                    | Master Plans Related to the Community College<br>a. California Master Plan<br>b. Goals of Higher Education in New Jersey               |
| 4.                    | The Current Status of the Community College<br>Projected Development of the Community College  |
| 5.                    | The Community College Student<br>a. Background<br>b. Characteristics<br>c. Goals- Values   |
| 6.                    | EXAMINATION  |
| 7.                    | The Community College Professor<br>a. Selection<br>b. Background<br>c. Needs - Training  |
| 8.                    | Internal and External Administration Structures<br>The Community College President--Characteristics<br>and Selection Procedures        |
| 9.                    | New Jersey Law and the Community College<br>Establishment of the Community College   |
| 10.                   | Governance of the Community College- Policy Formation  |
| 11.                   | Student Personnel Services<br>a. Articulation for Transfer<br>b. Attrition Reduction   |
| 12.                   | EXAMINATION  |
| 13.                   | Special Opportunity Programs- Remedial Education   |
| 14.                   | Community College Curriculum<br>a. General Education<br>b. Transfer Curriculum<br>c. Career Curriculum                                 |
| 15.                   | Accountability and the Community College<br>The Community Function of the Community College  |

16. Articulation for Transfer  
Community College Issues
17. Personnel Services - Orientation -  
Public Relations
18. Review
19. Examination

D. Examinations

Three examinations will be given. Each examination will account for one-third of the final grade. Varied types of examinations will be designed.

ADDITIONAL SUPPLEMENTAL SOURCES

Topic: Development of the Community College

Department of Education. "Education Beyond High School, the Two-Year Community College," A Report of the New Jersey State Board of Education to the Governor and Legislature. Trenton, N.J.: 1961.

Brunner, Henry S. Land Grant Colleges and Universities. U.S. Department of Health, Education, and Welfare, Washington: 1960.

Strayer, George D. The Needs of New Jersey in Higher Education 1962-1970. Report to the State Board of Education, April, 1962.

Topic: Establishment

Morrison, E.W. and S.F. Martorana. Criteria for the Establishment of 2-Year Colleges. U.S. Department of Health, Education, and Welfare, Washington: 1960.

Topic: State Master Plans

California State Department of Education. A Master Plan for Higher Education in California, 1960-1975. Sacramento: 1960.

New Jersey Board of Higher Education. Goals for Higher Education in New Jersey. Trenton: January, 1970.

Topic: Present Status of New Jersey Community Colleges

New Jersey Department of Higher Education. Handbook to New Jersey's Two-Year Colleges. Trenton: May, 1971.

\_\_\_\_\_. Community College Finances: 1971-72. Trenton: July, 1971.

Topic: Future Projections and Recommendations for Community Colleges

The Carnegie Commission on Higher Education. The Open-Door Colleges: Policies for Community Colleges. New York: McGraw-Hill Company, June, 1970.

Cosand, Joseph P. The Future of Associate Degree Education. Studies in Higher Education for the State of New Jersey. Trenton: December, 1970.

Topic: The Community College Student

Cross, K. Patricia. The Junior College Student: A Research Description. Educational Teaching Service, Princeton: 1968.

Topic: The Community College Student (Continued)

Koos, Leonard V. The Community College Student. University of Florida Press. Gainesville, Florida: 1970.

Smith, Richard E. "The Academic Achievement and Social Mobility of Community College Transfer and Native Students in a Professional Educational Program." Ed.D. Thesis, Temple University, 1971.

Topic: Student Personnel Programs

Collins, Charles C. Junior College Student Personnel Programs: What They Are and What They Should Be. American Association of Junior Colleges, Washington: 1977.

Topic: Articulation

Northeast Pennsylvania Regional Community College Articulation Committee. Pathway of Communication. West Chester, Pa.: April, 1971.

Nixell, Dorothy H. and LeLand L. Feisber. From Junior to Senior College: A National Study of the Transfer Student. American Council on Education, Washington: 1966.

A. A. J. C. Guidelines for Improving Articulation Between Junior and Senior Colleges. Washington: 1966.

Topic: Faculty

Park, Young. Junior College Faculty: Their Values and Perceptions. ERIC Clearinghouse For Junior Colleges/American Association of Junior Colleges. Washington: 1971.

Topic: Teaching in the Community College

Kelley, Win and Leslie Wilbur. Teaching in the Community Junior College. New York: Appleton-Century Crofts, 1970.

Topic: Governance

Dykes, Archie R. Faculty Participation in Academic Decision Making. American Council on Education, Washington: 1968.

Topic: Administrators

Holman, Frederick de W. How College Presidents Are Chosen. American Council on Education, Washington: 1968.

Topic: Administrators (continued)

Association for Higher Education. Board Letter Interpretation of College and University Administrators. Washington: 1964.

Topic: The Community Extension

Harlacher, Irvin L. The Community Extension of the Community College. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969.

Topic: Accountability

Roueche, John E. et. al. Accountability and the Community College: Directions for the 70's. American Association of Junior Colleges, Washington: 1971.

APPENDIX C

INTERNSHIP SYLLABUS

GLASSBORO STATE COLLEGE  
GLASSBORO, NEW JERSEY  
EDUCATIONAL ADMINISTRATION DEPARTMENT

Dr. Richard K. Smith

ED.501 A and B Internship in Junior College Teaching . . . . . 6

The major objective of this course is to provide as comprehensive an orientation as possible to the philosophy, programs and practices in existence at the community colleges. The course will be offered for two semesters. In the first semester there will be weekly seminar meetings during which time students will report from research on various aspects of the community college. Following each report, the group will meet on one of the five Southern New Jersey campuses with the personnel from that college responsible for the area covered in the report. The campus visits will also allow time for touring the facilities and informal visits with other faculty and staff members. Guest speakers who are experts in junior college work will also be part of the first semester program.

A supervised teaching experience will be provided on a community college campus for all internship students. Each student will be assigned to a community college professor, and supervised by both that cooperating professor and the Internship Professor. This activity is scheduled for the second academic semester.

As a result of the nature of responsibility within these professional areas, the internship experience must be continuous for a minimum period of two regular semesters. Again, flexibility is of utmost importance, but since this is a professional laboratory experience, a minimum of 6 hours per week must be spent on the community college campus during the regular semesters. The internship is the culminating experience of this M.A. program and should be at the end or near the end of each student's program.

Seminar Discussion Topics

- A. Issues in the Community College
- B. The Community College Students
- C. The Functions of the Community College
- D. Learning Theory
- E. Instructional Goals and Objectives
- F. The Use of Reproducible Media

The visits to the community colleges will center around the functions and services of the community college. The visits will typically take place immediately after the particular function, service, or issue has been discussed by the internship group.

Suggested Second Semester Activities

- A. Observation of Master Teaching
- B. Cooperative Lesson Planning
- C. Teaching experiences under supervision
- D. Instructional Evaluation (self and others)
- E. Participation in faculty activities
- F. Participation in campus-wide activities

valuation

First semester evaluation will be based equally upon class reports and examination. Each student will be requested to present a report on one of the major topics of the seminar. An examination, comprehensive in nature, will be administered at the end of the first semester.

The grade assigned during the second semester will be determined as a direct result of the evaluation of student involvement and teaching effectiveness while assigned to a cooperating community college.

GLASSBORO STATE COLLEGE  
JUNIOR COLLEGE INTERN

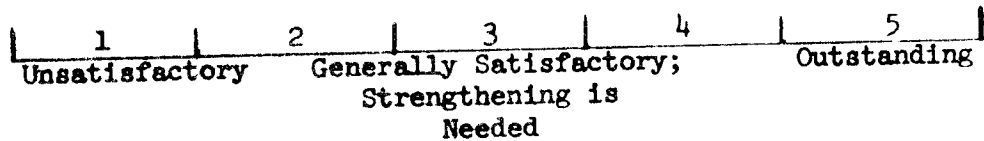
Instructional Evaluation Form

Name \_\_\_\_\_ Subject \_\_\_\_\_  
Community College \_\_\_\_\_ Cooperating Professor \_\_\_\_\_  
Date \_\_\_\_\_ Time \_\_\_\_\_

The purpose of this evaluation is to identify areas of strength and to analyze other areas where improvement can be expected. Use the scale to indicate performance by circling the appropriate number in each major area. Underline strong points. Encircle weak points.

1. PERSONAL TRAITS

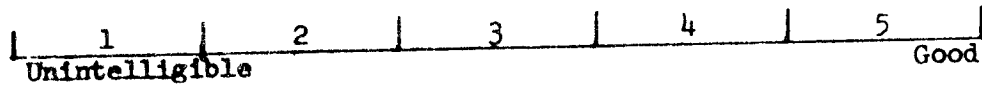
Self assurance, aggressiveness, enthusiasm, appearance, poise, resourcefulness, tolerance, and maturity.



Example or Comments:

2. ORAL AND WRITTEN EXPRESSION

Pronunciation, voice inflection and modulation, presentation of ideas, command of language, use of grammar, spelling, and penmanship (including blackboard).



Example or Comments:

3. PLANNING

Objectives clearly stated, activities well structured and planned, student involvement planned, varied resources utilized in planning, lesson plan provided for evaluation or purposeful culminating activity.

|              |   |   |   |   |
|--------------|---|---|---|---|
| 1            | 2 | 3 | 4                                       | 5 |
| Disorganized |   |   | Organized,<br>Creative,<br>and Flexible |   |

Example or Comments:

4. TEACHING

Motivated well, varied techniques, questioned effectively, responsive to students, used audio-visual aids, knowledge of subject matter, assignments, provision for individual involvement, provided reinforcement to students, progressed toward objectives, evidence of rapport.

|   |   |   |   |   |
|---|---|---|---|---|
| 1   | 2 | 3 | 4   | 5 |
| Students not<br>involved, disjointed,<br>dull |   |   | Achieved Objectives;<br>Students Involved |   |

Example or Comments:

5. INVOLVEMENT OF THE STUDENT

Involvement of various students, involvement related to issues or objectives, involvement resulted from teacher motivation, more than one mode of involvement, responsive to student input.

|                                   |   |   |   |   |
|-----------------------------------|---|---|---|---|
| 1                                 | 2 | 3 | 4   | 5 |
| Students not<br>involved, passive |   |   | Active, meaningful<br>involvement of<br>many students |   |

Example or Comments:

6. LEARNING EFFECTIVENESS

Were objectives of lesson clear to students, did the activities or involvement indicate progress toward goals, were objectives obviously attained?

| 1                                       | 2 | 3 | 4 | 5                                   |
|---|---|---|---|-------------------------------------|
| Objectives<br>confused,<br>not attained |   |   |   | Objectives<br>clear and<br>achieved |

Example or Comments:

\_\_\_\_\_  
Signature of Cooperating Professor or  
Observer

\_\_\_\_\_  
Date

INTERN SELF EVALUATION REPORT

Name \_\_\_\_\_  
Date \_\_\_\_\_  
Time \_\_\_\_\_

Subject \_\_\_\_\_  
Cooperating Professor \_\_\_\_\_  
Number of Students \_\_\_\_\_

The intern should complete this report immediately after the completion of the lesson. The objective of this report is to promote the improvement of instruction by the deliberate alteration of those behaviors which the intern considered to be in need of change.

Please cite examples of those components of the lesson which you considered to be most effective. The intern should also indicate how the varied aspects of the lesson could have been improved upon if the need for improvement was evident.

1. Teaching Techniques

Were the concepts and skills to be taught systematically organized and presented? Were appropriate audio-visual aids utilized? Were the students motivated? Was your knowledge of the subject matter adequate? Did you provide for the involvement of students?

Identify the strongest component:

Identify the weakest component and cite a suggestion for improvement:

2. Planning

Was your lesson plan adequate? Were the objectives appropriate to the course and to the students? Were the objectives clear to the student? Were the activities varied? Did you initiate and culminate the lesson effectively?

Identify the strongest component:

Identify the weakest component and cite suggestion for improvement:

3. Classroom Interaction

Did you encourage the expression of ideas and questions? Did the flow of response move from one student to another? Was more than one mode of student participation encouraged? Were students motivated to participate?

Identify the strongest component:

Identify the weakest component and cite suggestions for improvement:

4. Management

Were you poised? Did the lesson move toward those objectives for which you planned? Were the activities sufficiently structured so that the purpose was not clouded by confusion? Were the related materials meaningfully utilized by the students. Were you able to promote flexibility while maintaining direction and purpose?

Identify the strongest component:

Identify the weakest component and cite a suggestion for improvement.

\_\_\_\_\_  
Signature of Intern

\_\_\_\_\_  
Signature of Cooperating Professor

APPENDIX D

REACTION TO PROPOSAL FROM DR. THOMAS TSUJI



State of New Jersey  
GLASSBORO STATE COLLEGE  
GLASSBORO, NEW JERSEY 08028

INDUSTRIAL EDUCATION AND TECHNOLOGY

July 27, 1972

Dr. Richard Smith  
Dept. of Ed. Administration  
and Supervision  
Glassboro State College  
Glassboro, New Jersey 08028

Dear Dick:

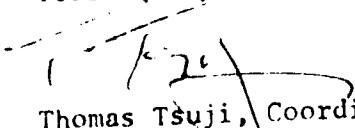
I am taking this opportunity to inform you that the ideas regarding the program for developing personnel for junior college with competencies in vocational technical and industrial areas is indeed feasible and needed.

At the present time we have enrolled in this program a number of teachers of community colleges who may have profited by enrolling in a program which you described.

Although the staff has not as yet reacted to the idea, I am sure they will look favorably in enabling students to have this added alternative regarding specialization.

Perhaps we may explore the possibilities for this type of joint effort at a later date.

Yours truly,

  
Thomas Tsuji, Coordinator  
Graduate Studies in  
Industrial Education

TT:rl  
cc: C. L. Heyel