

MARYLAND HIGHER EDUCATION
COMMISSION ACADEMIC PROGRAM
PROPOSAL

PROPOSAL FOR:

- NEW INSTRUCTIONAL PROGRAM
 SUBSTANTIAL EXPANSION/MAJOR MODIFICATION
 COOPERATIVE DEGREE PROGRAM
 WITHIN EXISTING RESOURCES or REQUIRING NEW RESOURCES

(For each proposed program, attach a separate cover page. For example, two cover pages would accompany a proposal for a degree program and a certificate program.)

Morgan State University

Institution Submitting Proposal

Fall 2016

Projected Implementation Date

Master of Education

Master of Education in Community College Administration and Instruction

Award to be Offered

Title of Proposed Program

0806.00

13.0407

Suggested HEGIS Code

Suggested CIP Code

Advanced Studies, Leadership and Policy

Glenda M. Prime, PhD

Department of Proposed Program

Name of Department Head

Rosemary Gillett-Karam

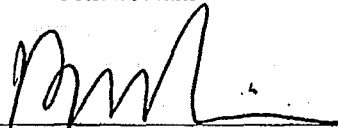
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President/Chief Executive Approval

Signature and Date

August 4, 2015

Date Endorsed/Approved by Governing Board

Date

A. Centrality to institutional mission statement and planning priorities

Morgan State University (MSU), the designated Public Urban Research University for the State of Maryland, is guided by its' mission to educate highly qualified students who are capable of solving problems facing urban communities. The proposed new Master of Education degree in **Master of Education Degree (M.Ed.) in Community College Administration and Instruction** has been designed for both online and face-to-face delivery and addresses this mission with respect to the community college sector. Specifically, Morgan's 2011-21 Strategic Plan, identifies five broad goals, two of which are directly supported by the proposed new Master's degree in **Master of Education Degree (M.Ed.) in Community College Administration and Instruction** these are:

Goal 1: Enhancing Student Success

Under this goal, **Strategic Initiative 2** mandates that Morgan will enhance student success by, "increasing Morgan's student enrollment by expanding the number of collaborative relationships with regional community colleges and higher education centers, developing unique high demand online degree programs that are attractive to graduate and undergraduate students, and leading the State of Maryland in graduating graduate and undergraduate students in high demand areas especially areas where they are underrepresented."

Goal 2: Enhancing Morgan's Status as a Doctoral Research University

Under this goal, **Strategic Initiative 3**, dictates that the enhancement of the institution's status as a doctoral research university would be accomplished by "providing expertise and leadership in national, State, and local policies and practices related to educational reform at the K-12, postsecondary, graduate, and professional levels."

Both Morgan's existing Community College Leadership Doctoral Program (onsite and online), and the proposed new master's program provide a platform and strong foundation for graduating professionals with the expertise to provide leadership with respect to policies and practices related to reform in the community college sector. Specifically, graduates will be able to forecast and deliver changed policies that are responsive to the new identities of community college students. The master's degree will also address Morgan's priority Goal 1, of "expanding the number of collaborative relationships with community colleges." These relationships will broaden the reach of the program and will contribute to increasing the ethnic and gender representativeness of its leaders, who at present are 87% white males. The proposed M.Ed. Degree in **Master of Education Degree (M.Ed.) in Community College Administration and Instruction** fulfills not only the urban mission of community colleges', but also represents an innovation in that educational market, because there is a growing need for advanced degrees for community college staff, mid-level administrators, and student service/affairs personnel. The program is central to the institutional mission of Morgan State University.

B. Adequacy of curriculum design and delivery to related learning outcomes

The educational goals for the proposed M.Ed. program are presented below:

1. To prepare students for mid-level leadership and administrative roles in the community

college in three major areas: instructional management, student affairs/services, and administration in community colleges

2. To advance and support practices that enhance the intellectual, cultural, ethical and social capital potential of community college practitioners and professionals
3. To emphasize and reinforce a curriculum and course of study that adheres to the tenets of social justice and equity for all students enrolled in the program
4. To strengthen the roles of women and members of ethnic and racial minorities who will be serving the underserved and underrepresented students of the community colleges.

Students completing the program will be able to:

1. Apply knowledge of community college education and experience in conjunction with methods of mid-level leadership, research, analysis;
2. Comprehend curricula at the community college level through design and interpretation;
3. Ability to utilize, manage, and apply technical knowledge and skills common to the profession;
4. Communicate effectively through oral, written, and technological communications;
5. Apply professional practice, values, and ethics; and
6. Articulate the history, its theories, some of its criticisms, and current research regarding community colleges.

Currently, the **Master of Education Degree (M.Ed.) in Community College Administration and Instruction** is NOT accredited by a separate national accrediting board. There are no specialized accreditation or graduate certification requirements.

There will be no contract with any other institution or non-collegiate organization.

List of Courses by Title, Semester, Credit Hours, and Course Descriptions

See Appendix B

Program Requirements

Admission Qualifications:

To be eligible for admission, an applicant must

1. Hold a Bachelor's degree from an accredited institution.
2. Be employed by a community college or have experience working within the higher education setting.

Conditional Admission:

Students who do not meet these admission criteria may seek conditional admission by submitting a written appeal to the program director. Such students who fail to achieve a GPA of 3.0 by the end of the first semester will have their admission withdrawn.

Program Structure:

The 30-hour master's program proposes options in fulfilling the range of special needs demonstrated by community college personnel. While a core set of courses is required, students in the program will choose a cognate area (options are: instructional management, student affairs/services or administration) for their coursework focus, and will complete the program with either a final project or an internship experience. The plan for years I and II is shown below.

Year I: All Students will enroll first semester in 9 credits, and in second semester 6 credits for a total of 15 credits
EDHE 600: The American Community College
EDSR 604: Introduction to Educational Research
EDHE 609: Contemporary Issues in Community Colleges: Equity and Social Justice
Two introductory courses from students chosen cognate, including: Instructional Management; Student Affairs/Services; Administration
<u>In Year II: All students will enroll in the first semester 9 credits in their cognate (listed below), and 6 credits in second semester</u> <u>Options 1-3 for courses are listed below</u>
Option I (Cognate) Instructional Management EDHE 606: The Learning Centered Community College EDHE 622: Issues in Community College General Education EDHE 628: Assessing Student Learning EDHE 626: The Scholarship of Teaching and Learning EDHE 630: Contemporary Learning Theories and Practices
Option II (Cognate) Student Affairs/Services EDHE 607: Student Development RDHE 725: The American College Student RDHE 735: Student Affairs Administration in Higher Education EDHE 606: The Learning Centered Community College EDHE XXX: Program Assessment Course (to be developed)
Option III (Cognate) Administration EDHE 604: Community College Finance and Budgeting EDHE 601: Leadership and Administration EDHE 605: Community College Planning and Management ASLJ 601: Legal Aspects of Higher Education ASLP 601: The Politics of Higher Education

Second semester, Year II: 6 credits
EDHE 632: Community College Practicum or EDHE 617: Community College Internship
Total Minimum Credit Hours for MA Degree: 30

C. Critical and compelling regional or statewide need as identified in the state plan

The Maryland State Plan for Post-Secondary Education, *Maryland Ready* (2013-2017) has listed six major goals that will guide the Commission's initiatives for the period of the Plan. These are: (a) **quality (and effectiveness)** (b) **access, affordability, and completion** (c) **diversity** (d) **innovation** (e) **economic growth and vitality**), and (f) **data use/distribution**. The proposed new **Master of Education Degree (M.Ed.) in Community College Administration and Instruction** responds in some measure to all of the needs implied in these goals, but most specifically to Goals a, b, and c.

Goal (a) Quality and Effectiveness

In as much as the CCLDP has already developed a fully online (also offered on site) doctoral program in community college leadership and administration, there is a need to respond to the growing demand for further post-Bachelor's degree work for several categories of community college professionals who are below the highest administrative level, and who outnumber the high level administration positions by a factor of 5 to 1. The success of the community college mission, so vital to the fulfillment of the Commission's goals, depends on having all of the professionals who serve in that sector fully equipped for their roles.

Staff who serve in large student services programs in community colleges, for example, may have as many as 20 to 30 employees who are in critical need of training in student services and student personnel issues. In most cases in most community colleges, the student services programs are among the largest programs in the college

Mid-level management and administration is another area with particular need for Master's degree work. For example, department chairs, discipline coordinators, veteran's affairs personnel, student services professionals, developmental education administrators, and continuing education personnel all require proficiency in legal affairs, governance and administration, strategic planning, finance, and the politics of community and higher education.

Goal (b) Access, Affordability and Completion

This goal is particularly relevant to the community college sector since its open access policy makes it an indispensable player in the realization of both college affordability and successful completion and graduation. The three cognates in this program are responsive to such needs. The open access admission process presents unique leadership and administrative challenges. Course options are designed to equip professionals to address such issues.

Goal (c) Diversity

This program is also designed to address the underrepresentation of minorities in mid-level American Community College administration. Presently, community colleges draw from a large group of minority students in American higher education; they are rarely served by a proportionally large group of minority mid-level administrators. This program proposes to focus on the needs of the new community college student and the representative counterparts as role models and new mid-level administrators, and student services staff in the community colleges.

The proposed program offers a curriculum directly related to the changing nature of community colleges in Maryland. As a historically Black institution, Morgan State University is fulfilling the State's goal of expanding educational opportunities and choices for minority and educationally disadvantaged students, as well as strengthening and expanding the capacity of historically Black institutions to provide high quality and unique educational programs. The CCLDP's 105 doctoral graduates are filling administrative positions in community colleges as a result of attending our doctoral program. Similarly, the proposed M.Ed. is expected to make a valuable contribution to this sector.

D. Quantifiable and reliable evidence and documentation of market supply and demand in the region and state

Market supply and demand has never been greater for new jobs in American community colleges. Both the organizing institution for community colleges, the American Association for Community Colleges and community college researchers over the last five years have remarked about the critical need for staff, faculty, and administrative replacements. See parts of Rifkin's article below.

The Academic Labor Market and Minority Pipeline (Rifkin, Public CC Faculty, www.aacc.nche.edu)

Almost half of the full-time faculty is expected to retire within the next 10 to 15 years, and at least 80 percent within the next 20 to 25 years. Who will replace these faculty is a question that looms large and has not been fully addressed.

In discussions of the faculty labor market, the potential pool of minority faculty cannot be neglected. As community colleges continue to enroll significant numbers of students from different ethnic backgrounds, increasing minority faculty representation becomes a critical responsibility for colleges. Unfortunately, the current reality is that the diversity of the community college faculty is not yet close to achieving the same degree of diversity that exists among its student body. The main reason cited for the slow growth in minority faculty representation is a shallow pool of potential minority candidates. A missing link in the community college faculty academic labor market and minority pipeline is the formal academic preparation of community college faculty. In the past, faculty preparation programs existed to some degree in the form of teaching internships, leadership programs, and university training. Unfortunately, these programs were critiqued as "grossly inadequate" and taught by "narrow, subject-matter specialists" (O'Banion). As a result, such programs have virtually disappeared. Today, consortia, professional development programs, and special initiatives by national associations devoted to developing and improving undergraduate teaching are the few sources of targeted pre-service training for community college faculty (Tsunoda).

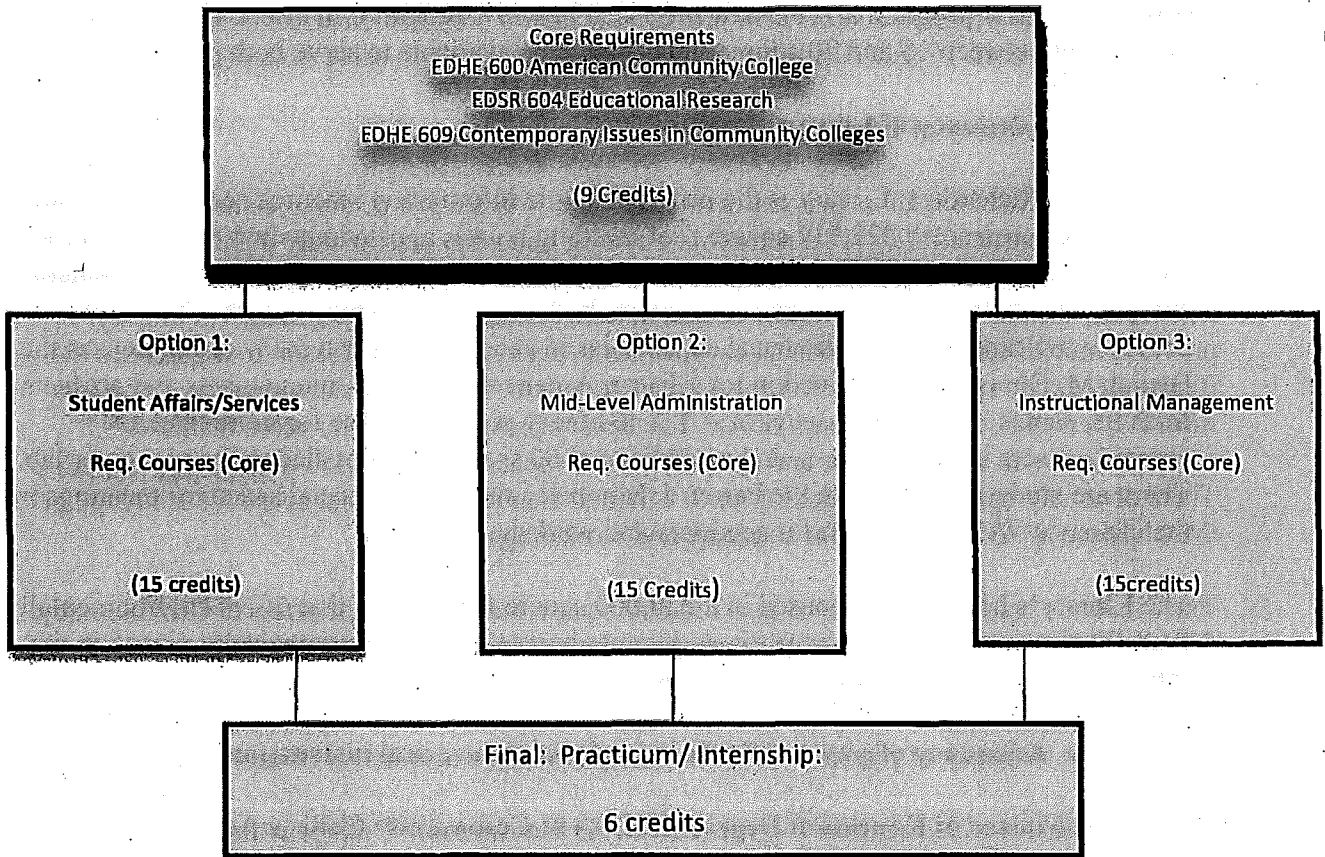
Replacing retiring faculty presents an opportunity for institutional renewal and diversification. Yet, the dimensions of the faculty labor market are relatively unexplored and unknown, and the links between the institution and the academic labor market are weak. In particular, the existing avenues by which young people can prepare for a community college faculty career are ad hoc and often not targeted to the specific needs of the community college and its students.

E. Reasonableness of program duplication

Justification for the proposed program: While there are masters programs in higher education (e.g. University of North Texas), and even some designated Masters of Arts in Community College Teaching (e.g. Mississippi State; Appalachian State) there are no such programs in the Maryland vicinity or among any HBCUs. The uniqueness of the proposed program at MSU is its focus on the changing American community college and its needs for mid-level staff and administrators. The program is also unique in its emphasis on cognates in areas of instructional management, student affairs/services, and mid-level administration. The proposed program, illustrated below, has no equivalent for M.Ed. programs at other comparable institutions.

Master of Education Degree (M.Ed.) in Community College Administration and Instruction

CORE REQUIREMENTS



F. Relevance to Historically Black Institutions (HBIs)

Morgan State University is a historically Black institution and provides an accelerated program for African-Americans and other minorities. Morgan State University is the only Historically Black Institution in the nation that offers a fully online doctoral program in community college leadership at the present time. This is also true of the proposed new master's program in **Community College Administration and Instruction**.

G. Proposing a distance education program and evidence of Principles of Good Practice (COMAR 13B.02.03.02[4-1]b Modification)

See Appendix A

H. Adequacy of Faculty Resources

The CCLDP now has six full-time permanent faculty (three associate, and three assistant professors), and two contractual faculty (instructors) assigned to the doctoral program. Fifteen to twenty adjunct faculty, all of whom are administrators serving in current community colleges, are also employed for specific courses. It is anticipated that one new full time faculty will be added at the start of the proposed new program. All faculty will be available to serve both the existing doctoral program and the new proposed master's program. In effect, nine full-time faculty and between 15 and 20 adjunct faculty will be available to serve both programs.

I. Adequacy of Library Resources

The Earl F. Richardson Library is the main academic information resource center on the campus. The newly constructed 222,517 square foot building houses approximately 400,000 volumes and has access to another 1,900 periodical titles. The library subscribes to over 100 online databases, and provides both wired and wireless access in both reading and study spaces. The library provides multimedia and audiovisual capabilities in each meeting and study room, houses the Beulah M. Davis special collection for African American literature, manuscripts and artifacts from the James E. Lewis Museum of Art. The library provides space for more than sixty computer users in its open area, and an additional 60 spaces are provided in the computer lab. There are study spaces within the Parren J. Mitchell Lounge and special space for meetings in the Clarence W. Blount room for seminars and workshops.

The Library's holdings are housed in a 220,000 square foot facility that offers environmentally friendly classrooms, a green roof for study and observation, and is strategically placed in the middle of the commons, which is a main pedestrian spine on the campus.

J. Adequacy of physical facilities, infrastructure and instructional equipment

Since the **Master of Education Degree (M.Ed.) in Community College Administration and Instruction** will initially be administered online, there will not be an immediate high need for space. When the program begins to administer courses to face-to-face cohorts, these will be housed within Banneker Hall, which houses the School of Education and Urban Studies, of

which the Community College Leadership Doctoral Program is a part. Banneker Hall is a spacious academic building housing four separate computer labs, eight distinct classrooms, and offices for faculty and staff. The program targets professional students who are generally busy at their places of employment during the day; therefore, most coursework would be administered in the evening or on the weekend, allowing for the program to coexist with other programs that also live in the Banneker Hall space. All of the classrooms are smart-board ready and are enabled with the latest technology for student and faculty use. Each of the four computer labs is fitted with approximately 30 computers and smart-classroom technology, there are two double-glassed/mirrored classroom labs for evaluation and research purposes, eight classrooms that seat at minimum 30 students, with two classroom auditorium style classrooms with smart-board technologies that will seat up to fifty students.

As the President of Morgan State University, I affirm that the physical facilities, infrastructure and instructional equipment are more than adequate to delivery the proposed Online and Traditional Master of Education in Community College Administration and Instruction. The university has vigorous resources (e.g. content management system, faculty, student support systems, etc.) to support and ensure the seamless delivery of the proposed online and traditional. Overall, the university is extremely prepared to offer the Online and Traditional Master of Education in Community College Administration and Instruction as proposed.

K. Adequacy of Financial Resources with Documentation

Table 1: Resources

Resource Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue (c+g below)	128,000	256,000	256,000	256,000	256,000
a. Number of <i>FIT</i> Students	16	32	32	32	32
b. Annual Tuition/Fee Rate	8,000	8,000	8,000	8,000	8,000
c. Total <i>FIT</i> Revenue (a x b)	128,000	256,000	256,000	256,000	256,000
d. Number of <i>PIT</i> Students	0	0	0	0	0
e. Credit Hour Rate	642	642	642	642	642
f. Annual Credit Hour Rate	0	0	0	0	0
g. Total <i>PIT</i> Revenue	0	0	0	0	0
3. Grants, Contracts & Other External Sources	10,000	10,000	10,000	10,000	10,000
4. Other Sources	208,000	416,000	416,000	416,000	416,000
TOTAL (Add 1- 4)	346,000	682,000	682,000	682,000	682,000

Table 1 Rationale:

1. Reallocated Funds: In the first year of the program 1 faculty member will be re-allocated from the existing doctoral program to serve as an instructor in the proposed new program. Another faculty will be reallocated, also from the existing program, to serve as a student advisor and will also have some teaching responsibilities. The university will ensure that our on line program will not impact the delivery of the face to face program as we reallocate resources for instruction. For some courses faculty will teach both masters and doctoral students in the same sections.
2. Tuition and Fee Revenue: This is an accelerated program and all students would be full time students. Full time students pay a flat sum of \$8,000/year for in-state tuition and student fees. For 18 students this total would be \$144,000 in the first year, and in subsequent years, when 36 students are enrolled, that total would be \$288,000.
3. Grants, Contracts and other External Sources: Grants and contracts will be pursued to support applied research in the field. Possible funding sources include Lumina, Achieving the Dream (Gates), and the Department of Education.
4. Other Sources: State subsidy at \$13,000 /student. Equates to \$234,000 in year1 and 4468,000 in subsequent years.

Table 2: Expenses

Expenditure Categories	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty (b + c below)	73,650	147,300	147,300	147,300	147,300
a. # FTE	1	2	2	2	2
b. Total Salary	55,500	111,000	111,000	111,000	111,000
c. Total Benefits	18,150	36,300	36,300	36,300	36,300
2. Admin. Staff (b + c below)	0	0	0	0	0
a. # FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
3. Support Staff (b + c below)	0	0	0	0	0
a. #FTE	0	0	0	0	0
b. Total Salary	0	0	0	0	0
c. Total Benefits	0	0	0	0	0
4. Equipment	2,000	0	0	1,000	0
5. Library	0	0	0	0	0
6. New or Renovated Space	0	0	0	0	0
7. Other Expenses	0	0	0	0	0
TOTAL (Add 1 – 7)	\$75,650	\$147,300	\$147,300	\$148,300	\$147,300

Table 2 Rationale:

1. **Faculty:** In Year1, one faculty is needed. For online programs the FTE mix employed by the university is 70% regular and 30% adjunct. The average salary for regular faculty is \$100,000 inclusive of 40% for benefits, for adjunct faculty the average is \$45,000 with an additional 10% for benefits, making the total for one adjunct, \$49,500. The salary for I faculty in the proposed online program is thus \$73,650.
2. **Admin. Staff:** Not applicable
3. **Support Staff:** Not applicable
4. **Equipment; Purchase of software**
5. **New or Renovated Space:** None needed
6. **Other Expenses:** Not applicable

L. Adequacy of Provisions for Evaluation of Program

Morgan State University requires that each academic program submit an annual assessment and implementation plan to the Office of the Vice-President for Academic Affairs. The proposed **Master of Education Degree (M.Ed.) in Community College Administration and Instruction** will be assessed using the institution's assessment framework, namely: a) program's mission and goals; b) learning outcomes; c) assessment data and dissemination. The proposed program will extend the existing assessment plan for the accredited doctoral program.

Courses and faculty will be reviewed electronically through a Quality Matters Analysis. In addition, provision will be made for evaluation of faculty and courses by the Program Director. All students completing the program will be evaluated on their possession of the competencies needed to become successful community college professionals at the end of their program. Outcome questions will measure students' theoretical and practical competencies for each of the three cognate areas.

M. Consistency with the State's Minority Student Achievement Goals

The doctoral program in community college administration at Morgan is committed to the principles of social justice and individual agency. The literature about the American community college continues to report that more than 85% of its leaders are white men, most of who are over age 60. Moreover, the literature also reports that faculty are more than 75% white. Student identity is changing and it is to be expected that the community college student population would be majority minority in the next 10 to 15 years. Serving a predominantly minority student body, the proposed new program at Morgan will address the growing cultural and ethnic divide between community college leaders and faculty, on the one hand, and students on the other.

Goal 3 of the State Plan makes it imperative that the needs of traditionally underrepresented groups, underperforming, and low incomes students be adequately met. This proposed program housed at a Historically Black University, directly addresses that goal. In Goal 4, the plan proposes that the state seek to become a national leader in the exploration, development, and implementation of creative and diverse education and training opportunities. By targeting a largely neglected sector of community college professionals and equipping them to respond to the changing identities of the community college student, the proposed program represents a creative training opportunity. The program aims to be responsive to the anticipated large numbers of retirees in administrative and faculty positions in American community colleges that has already begun. Further, we are aware of the gaps in representation of diverse groups in administration and in faculty positions. The graduates of this program will be well positioned to fill the gaps.

The largest community colleges in the nation, California, New York, Florida, Arizona, and Texas have already begun to see dramatic changes in their student body demographic make-up without concurrent changes in administration and faculty. Our doctoral training program specifically addresses this issue, and we believe a master's program in training rounds out our mission for change in American community colleges.

N. Relationship to Low Productivity Programs Identified by the Commission

The proposed new **Master of Education Degree (M.Ed.) in Community College Administration and Instruction** has not been identified with any low-productivity program.

Appendix A

Evidence of Compliance with the COMAR Principles of Good Practice

The proposed new Master of Education Degree (M.Ed.) in Community College Administration and Instruction was approved by the Board of Regents of Morgan State University for both online and face-to-face delivery and approval is being sought from the Commission for delivery in both formats. The following relates to the online delivery format and addresses the COMAR Principles of Good Practice for Online programs.

1. Morgan State University has previously received a certificate of approval from the Commission.
2. What follows constitutes evidence of compliance with the Principles of good practice as outlined in COMAR 13B.02.03.22
3. a) **Curriculum and Instruction**
 - i. **faculty qualifications:** All faculty in the existing Community College program have earned doctorates and have taught in higher and community college programs at research institutions; four of the CCLDP faculty have been college presidents. These faculty will be involved in the delivery of the proposed new program. Any new faculty to be hired will meet accepted qualifications for university faculty.
 - ii. **program should be coherent, cohesive and comparable to programs in traditional formats:** our present online program mirrors the traditional program and is monitored and evaluated yearly; this process is correct for the newly proposed program as well;
 - iii. **learning outcomes in online courses are guided by Quality Matters procedures:** four of our faculty are QM certified;
 - iv. **appropriate real-time or delayed interaction between faculty and students:** we employ Adobe Connect to reach out to students typically on a weekly basis, also discussion board and “water cooler” functions are used;
 - v. **course design:** typically community college faculty fulfill this role. An instructional design professional is also employed in this regard.
- b) **Role and Mission**
 - i. The mission of this program aligns with that of the institution and this is published in program documents.
 - ii. Technology is continually evaluated and monitored to ensure the best fit for our program and students.
- c) **Faculty Support**
 - i. As determined by our online policy each faculty member must be trained in online course development and implementation and our learning management system—Blackboard.
 - ii. Our IT staff member who oversees each online class monitors best practices.

- iii. The institution provides support through services from two IT staffers. The recently developed Division of Academic Outreach and Engagement oversees all online classes at the University.

d) Learning Resources

- i. The Division of Academic Outreach and Engagement at the University ensures that adequate resources are available for the existing and the proposed new online program.
- ii. The library provides electronic access to all distant students.

e) Students and Student Services

- i. All online courses have particularized syllabi and Blackboard (LMS) instructions, and faculty oversee and monitor these courses yearly incorporating changing research and responding to student needs;
- ii. Students are oriented to the online program both personally and through Blackboard directions and explanations, information is provided to students about tuition, payment, and aid from the Southern Regional Educational Board, with whom we honor a common market agreement (if the online student's state does not have comparable online program to ours, we offer in-state tuition);
- iii. Admissions policies by the university require enrollees to provide evidence of their academic skills before enrolling, and interviews are a regular component of the admission process
- iv. The program is advertised on the university website and program personnel, through its liaison officer makes direct contact with community colleges in the state and beyond.

f) Commitment to Support

- i. All faculty are evaluated yearly and recommendations are agreed upon if issues arise from student needs.
- ii. Institutional commitment is growing. The development of an administrative division dedicated to outreach and support for online programs is evidence of institutional support

g) Evaluation and Assessment

- i. Student learning outcomes, retention, student faculty satisfaction, and cost-effectiveness are monitored, evaluated, and assessed by the program;
- ii. By adhering to an evidence based approach to assessment, the Community College Program has documentation of its growth and development,
- iii. MSU does provide for assessment and documentation of student achievement in online programs through their student evaluation processes.

APPENDIX B

Program Courses

General Coursework

9 credits

1. The American Community College, EDHE 600 (3 credit hours)

This course provides an opportunity for students to examine the general status of community college education today in terms of policies, foundations, organizational structures, governance and administration, curriculum, faculty, students, programs and services. Special attention is paid to community colleges as they relate to urban issues and the question of representation. We begin with a brief history of community colleges and offer a critical examination of its evolution; we are focused on understanding community colleges' roles in higher education.

2. Introduction to Educational Research, EDSR 604 (3 credit hours)

Through a combined focus on qualitative and quantitative research perspectives, students will receive a broad understanding of the diversity of research approaches in the field of education.

3. Contemporary Issues in Community Colleges, EDHE 609 (3 credit hours)

This course presents an overview of major issues and policy in contemporary community colleges. Students will gain a deeper understanding of issues that affect higher and community college education as they are presented with an overview of major social policy issues in contemporary education. Selected topics include: educational standards, student success, persistence and completion, technology, assessment/institutional effectiveness, developmental education, educational programs and research effectiveness, and mission, governance, and administration. Students will be encouraged to introduce current topics or challenges within their own experiences relating to community college education.

Cognates (Three cognates: Instructional Management; Student Affairs; Administrative)

1. Instructional Management (15 credits)

• **The Learning Centered Community College, EDHE 606 (3 credit hours)**

An analysis of the Learning Centered Community College is the primary focus of this course. It focuses on the organizational culture, pedagogical practices, institutional priorities, and curriculum--content, design, and delivery--, student development programs and services, use of technology in learning centered colleges. Special emphasis is placed on how the Learning Revolution has shifted the concern of community colleges from teaching to learning in their efforts to enhance the quality of their programs and services. The course also examines the role of major educational leaders who have had an influence on the development of the Learning Revolution.

• **Issues in General Education, EDHE 622 (3 credit hours)**

This course examines the role of General Education in community college curricula, including the relationship among career programs, transfer preparation and general education. Students will examine the philosophical, political, and logistical issues from both historical and contemporary perspectives.

- **Assessing Student Learning, EDHE 628 (3 credit hours)**

This course provides an overview of tools that can be used to evaluate and grade student learning in a course or academic program, including tests, assignments, reflective writing, classroom assessment techniques, portfolios, and published instruments. Students develop a portfolio of tools that can be used in courses they teach, as well as how to evaluate the validity and reliability of assessment tools.

- **Contemporary Learning Theories and Practices, EDHE 630 (3 credit hours)**

The course is designed to provide an extensive examination of issues in a selected academic discipline. It entails a demonstration of critical analysis of current research and thinking in a particular aspect of instruction at community colleges. This course emphasizes the theoretical base of the discipline, as well as expanded research of theories.

- **The Scholarship of Teaching and Learning EDHE626 (3 credit hours)**

This course examines (1) current issues of teaching and learning in higher education, with special emphasis on community colleges, and (2) the literature of the scholarship of teaching. The course will also seek to develop practical competence in the analysis of teaching skills, the development of the teaching portfolio, and in the conduct of classroom-based research.

2. Student Affairs Cognate (15 credits)

- **Student Development, EDHE 607 (3 credit hours)**

The purpose of this course is to combine theory with issues facing community college leaders in relation to student affairs and student development. We will accomplish this purpose by examining the historical origins of student development through theory and scope of student services, including its various components. This course will offer students an opportunity to review research scholarly writings that focus on students and student development theory in community colleges.

- **The American College Student, RDHE 725 (3 credit hours)**

This course is designed specifically for those persons who have had limited experience in higher education institutions. As such, it covers a range of topics related to the American college student, such as demographic and background characteristics; values, attitudes and perspectives. It also addresses the relationship between student profiles and relevant services that should be provided to students. Class discussions, reading assignments, Internet research, and written projects will address topics such as access, persistence, and success.

- **Student Affairs Administration in Higher Education, RDHE 735** (3 credit hours)

This course is designed especially for the student who desires to concentrate on this particular area for administrative and research interest. It is also designed to enhance the student's understanding of basic student development theory as applied to various models for administering student services in colleges and universities. Some focus is also directed toward contemporary issues in the management and maintenance of student affairs programs in higher education, including the examination of research in student affairs administration.

- **Student Development Theory and Research, RDHE 745** (3 credit hours)

Student Development Theory focuses on the various areas of research expounded upon by the key thinkers on student development. At the center of such research is a focus on students' college years, freshman through senior, and the conditions of their success toward matriculation. In the class the students will be expected to use various theories that explain the college years and student development. They will also be expected to formulate their own research, using theory to explain practice.

- **Programmatic Assessment Course, EDHE XXX (to be developed)** (3 credit hours)

3. Administrative Cognate (15 credits)

- **Community College Finance and Budgeting, EDHE 604** (3 credit hours)

The purpose of this course is to introduce students to the fundamental economic and policy issues impacting finance and budgeting at a high level for America's community colleges. The institution's leadership must be adept at understanding both the budgetary processes and the sources of institutional financial support, which are essential for success at the departmental and/or program level. More specifically, understanding that in order to be successful in such an environment, it is critical that the community college leadership team understand the many purposes of the budget, its impact on student success, the mechanisms for linking the planning and budget development process, and the general models of budget development.

- **Leadership and Administration, EDHE 601** (3 credit hours)

The purpose of this course is to introduce students to the many facets of leading an organization and what that means from both historical and contemporary perspectives. More specifically, students will be applying theories of leadership to the community college setting where they will create a personal plan for their present and future leadership roles. Students will discover that leadership is not some "thing" but rather a complex array of many interdependent, researched based elements that can lead us to effective leadership and administration of our institutions.

- **Community College Planning and Management, EDHE 605 (3 credit hours)**
 The purpose of the Planning and Management course is to give students a broad exploration and greater understanding of contemporary organizational studies in higher and community college education. Emphasis is placed on such topics as administration and governance, methods of planning, and concepts in management science.
- **Legal Aspects of Higher Education, ASLJ 601 (3 credit hours)**
 This course examines and addresses, in considerable depth, the various legal issues facing present day and anticipated future community college leaders. After an initial examination of the American legal system, the course explores a variety of legal developments, including: the statutory authority governing the creation and operation of community colleges; including governance; employment issues, which consume the greatest amount of legal energy and resources on most campuses; racial and other diversity issues, including desegregation and affirmative action, immigration issues affecting students and faculty/staff, sexual harassment, wrongful discharge, employment discrimination, and other workplace rights issues; student rights, including speech and associational issues, due process, and contractual considerations; Title IX, Section 504, the ADA, and gender, disability, and sexual orientation issues in higher education; curricular matters, including recent community challenges to course selection and content; articulation agreements; academic freedom and the rights of faculty members, including grievances and collective bargaining; ethics; distinctions between public and private sector institutions in higher education, including constitutional implications and immunities available to public colleges and universities; student records and privacy rights; copyright and intellectual property issues that affect higher education institutions; the law governing grants and government entitlement programs, including student loans; contract law as it impacts such matters as procurement of goods and services and construction; and the law of torts and liability for colleges and individual administrators.
- **The Politics of Higher Education, ALSP 601 (3 credit hours)**
 This course will provide an overview of the politics of education with special emphasis on theoretical and conceptual analyses of the political behavior of education's stakeholders and the policy performance of educational systems. The purpose of this course is to provide students with the ability to critically analyze the power relationships and manage the political context of educational leadership by building an understanding of the politics of education. Examining Maryland's higher education governance structure, the course will also explore the political nexus between the state and its higher education system. At the micro level, we will focus our attention on the community college as a bureaucratic organization.

Final Project (6 credits)

- **Community College Academic Discipline Practicum, EDHE 632 (6 credit hours)**
 This practicum provides an opportunity for the graduate student to move from

the theoretical to the practical in a community college academic setting. The graduate student will be engaged in a specific instructional focus or an analysis of an academic challenge.

OR

- **Community College Internship Experience, EDHE 617 (6 credit hours)**
The internship experience is a planned, supervised, and evaluated field-based project. It is designed as the culminating field experience for the Community College Leadership Master's Program. The internship allows interns to engage in a major administrative/leadership project that involves problem identification, analysis of related research, development of a process or procedure to address the problem, development of an evaluation process, and preparation of a project product. The experience will allow interns to observe the functions of administrators, assume leadership in planning, implementing, and evaluating.

Faculty: Morgan State University, Community College Leadership Program

The Community College Leadership Program has three categories of faculty: full-time, tenured or tenure track, contractual faculty as lecturers, and adjunct faculty. Each of these groups has highly experienced faculty members who have served as presidents of colleges (Gillett-Karam, Anderson, Davis, Woodland) and administrators of community colleges (Spaid, Fountaine, Hollis, Gulley, Hicks, Linck); adjunct faculty have been trained in college leadership/administration programs and many of them serve as college presidents now (Dukes, Viniar, Joseph, Ball, Drew) or are now/have been administrators in national and regional community colleges (Parsons, Lane, Bengford, Scott, Wormack, Williams).

Generally tenured and tenure track faculty teach between 1 and 3 courses a semester; contractual faculty teach 2-3 courses a semester; and adjuncts almost always teach (when needed) 1 course a semester.

Our ratio of full-time tenured or tenure track faculty to students enrolled in the program (167 students in 2014) is 1:28 faculty to students. We therefore have need for new full-time tenure track faculty, and in response to our needs we are proposing to add two new faculty for the Master's program.

Distribution of classes, online and onsite, follows the pattern of enrollees. Three fifths or 60% of our students are online students, and 40% are onsite. One of the program requirements is that tenured and tenure track faculty will teach in both areas—onsite and online. Contractual and adjunct faculty are offered courses according to the CCLP and their own requirements (e.g., they may also teach at other institutions). This distribution will continue with the new Master's program.

Full-time Faculty, CCLDP

R. Gillett-Karam, PhD—Program Director, Tenured Associate Professor

Robin Spaid, EdD—Tenured Associate Professor

Carolyn Anderson, EdD—Associate Professor, Tenure track

Tiffany Fountaine Boykin, PhD—Assistant Professor, Tenure track

Leah Hollis, EdD—Assistant Professor, Tenure track

Yancey Gulley, PhD—Assistant Professor, Tenure track

Contractual Faculty

Wilbur Hicks, JD—Lecturer, Contractual

Russell Davis, EdD—Lecturer, Contractual

Henry Linck, EdD—Instructional Technology Specialist, Contractual

Calvin Woodland, PhD—Lecturer, Contractual

Adjunct Faculty

Diane Lane, EdD—Vice President, Carroll County CC, MD

Michael Parsons, EdD—Retired VP, Hagerstown College, MD

Lisa Carvallo, EdD—Retired Administrator, Montgomery College, MD

Aurora Garcia, PhD—MSU Statistician

Brenda Williams, EdD—Administrator, Howard College, MD

Joseph Drew, PhD—Retired President, and University of MD, MD

Carmen White, EdD—Guest Lecturer, University of MD, MD

Edward O'Meally, JD—Attorney, PK Law, MD

Michelle Scott, EdD—Administrator Montgomery College, MD

Randall Bengfort, EdD—Retired Administrator, Howard Community College, MD

Janet Wormack, EdD – VP Finance, Montgomery College, MD

Barbara Viniar, EdD—President, Chesapeake Community College, MD

James Ball, EdD—President, Carroll Community College, MD

Gwendolyn Joseph, PhD – President, Kentucky Community & Tech College, KY

Charlene Dukes, PhD—President, PGCC, MD