If this proposal represents changes to the intent of the plan or its integral components, review by the college dean, graduate dean (for graduate items) and/or the provost may be required prior to college curricular submission.

All Plans with NCATE designation, or plans seeking NCATE designation, must include an NCATE Accreditation Memo of Approval from the NAU NCATE administrator prior to college curricular submission.

UCC proposals must include an updated 8-term plan.
UGC proposals must include an updated program of study.

1. College: College of Education
2. Academic Unit: Educational Leadership
3. Academic Plan Name: M.Ed. Educational Leadership-Community College/Higher Education (EDLCCMED)
4. Emphasis:
5. Plan proposal: 
   - [x] Plan Change
   - [ ] Plan Deletion
   - [ ] New Emphasis
   - [ ] Emphasis Change
   - [ ] Emphasis Deletion

6. Current student learning outcomes of the plan. If structured as plan/emphasis, include for both core and emphasis.

   A. Students will demonstrate the ability to engage and apply appropriate research methods.
   B. Students will engage in ethical, professional behavior.
   C. Students will demonstrate the knowledge and ability to work with cultural and diverse populations.

   Show the proposed changes in this column (if applicable). **Bold** the changes, to differentiate from what is not changing, and change font to **Bold Red with strikethrough** for what is being deleted. ([Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes](#))

   UNCHANGED
<p>| | |</p>
<table>
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<tr>
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<tbody>
<tr>
<td><strong>D.</strong></td>
<td>Students will demonstrate knowledge in core areas of community college/higher education leadership.</td>
</tr>
<tr>
<td><strong>E.</strong></td>
<td>Students will demonstrate the ability to apply best practices in higher education leadership.</td>
</tr>
<tr>
<td><strong>F.</strong></td>
<td>Students/graduates will be well prepared to function in leadership settings relevant to their training and experiences within non-profit and for-profit institutions, online and virtual campuses, sponsored campuses and programs, and private institutions.</td>
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</table>
Educational Leadership - Community College/Higher Education, Master of Education

In addition to University Requirements:

- Complete individual plan requirements.

<table>
<thead>
<tr>
<th>Minimum Units for Completion</th>
<th>36</th>
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<tr>
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</tr>
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<td>Program of Study</td>
<td>View Program of Study</td>
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Additional Admission Requirements

Admission requirements over and above admission to NAU are required.

Master's Requirements

Take the following 36 units:

- CC 580, CC 680 (6 units)
- EDF 630 (3 units)
- EDL 600, EDL 630, EDL 660, EDL 680 These courses must be taken in the order shown. (12 units)
- EDR 610 (3 units)

Select four courses from (12 units):

- CC 590, CC 599, CC 620, CC 640, CC 670, CC 688, CC 696, 3 units of CC 699

(Please note that if you choose the thesis option you may end up taking more than 3 units of thesis credit because you must register for CC 699 each semester while you are working on your thesis.)

Be aware that some courses may have prerequisites that you must also take. For

Show the proposed changes in this column. Bold the changes, to differentiate from what is not changing, and change font to Bold Red with strikethrough for what is being deleted.

Educational Leadership - Community College/Higher Education, Master of Education

In addition to University Requirements:

- Complete individual plan requirements.

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</table>

Additional Admission Requirements

Admission requirements over and above admission to NAU are required.

Master's Requirements

Take the following 36 30 units:

- CCHE 580, CCHE 680 (6 units)
- EDF-630 (3 units)
- EDF-600, EDL-630, EDL-660, EDL-680 These courses must be taken in the order shown. CCHE 600, CCHE 620, CCHE 650, CCHE 687 (12 units)
- EDR 610 (3 units)

Select four courses from (12 6 units):

- CCHE 590, CCHE 599, CC-620, CCHE 640, CCHE 670, CCHE 688, CC-696, 3 units of CC-699
- CCHE 690 (3 units)

(Please note that if you choose the thesis option you may end up taking more than 3 units of thesis credit because you must register for CC-699 each semester while you are working on your thesis.)
prerequisite information click on the course or see your advisor. Be aware that some courses may have prerequisites that you must also take. For prerequisite information click on the course or see your advisor.

8. Justification for proposal:
The Master of Education (M.Ed.) in Community College/Higher Education (CCHE) Emphasis is a non-licensure option and accepts qualified students from non-education disciplines across the university. The proposed 30-credit hour Master of Education (M.Ed.) in Community College/Higher Education (CCHE) prepares students to work in a rapidly changing educational leadership market. The CCHE Emphasis is not student affairs or human resources focused, as other higher education programs (and NAU’s emphasis includes community colleges). Few academic programs in the United States have educational leadership purpose across employment categories (e.g., community colleges, universities, governmental agencies, private organizations). Updating this emphasis is critical to the future success of the program.

RELATIONSHIP OF CCHE TO EDL AREA AND EDL DEPARTMENT
Community College/Higher Education (CCHE) is one of the four academic areas (EDL, CCHE, EDR [research], and EDF [foundations]) within the Department of Educational Leadership (EDL). The EDL area focuses on student populations and leadership work in K-12 educational settings (e.g., Principals, Superintendents). The CCHE area focuses on educational leadership in community colleges; colleges; universities; and businesses/industries, governmental agencies, and private organizations with educational objectives and direction. CCHE emphasizes educational leadership work with adult learners and andragogy; the EDL area emphasizes minors (children) and pedagogy.

CHANGES IN PROGRAM AND COURSES AND RATIONALES
(A) Elimination of specific departmental courses and program shortened to 30 semester credits: The current M.Ed. in EDL, CCHE Emphasis, included courses which focused on K-12 settings and students (EDF 630, EDL 630, EDL 660). CCHE students were required to enroll in these courses, whereby their experiences, skills, backgrounds, and knowledge were not applicable to the course and class environment nor was the K-12 content useful for or applicable to their professional goals. The elimination of these inappropriate courses, EDF 630, EDL 630, and EDL 660, allowed for a shorter program, without sacrificing the quality and CCHE focus of the degree. Reducing the total number of credits to graduate meets students’ time-to-degree needs in terms of employment and professional goals.

(B) Cross-listing of two departmental courses: The current EDL 600 and EDL 680 courses were appropriate in terms of administrative skills and experiences that cut across leadership in education. Students and NAU partners (e.g., Maricopa Community Colleges, CCHE master’s cohort) requested that graduate courses in the degree reflect the discipline area with the prefix of CCHE (the change from CC to CCHE was approved AY 2012). With the EDL 600 and EDL 680 courses, CCHE faculty has proposed cross-listed courses CCHE 600 and CCHE 690 (the number 680 was not available in CCHE). The prefix CCHE has eliminated confusion regarding the focus of the entire emphasis and these two courses.

(C) Changes in required courses and student selection of two (2) courses: Educational leadership, scholarship, and knowledge delivery were important in updating the CCHE Emphasis. Students need digital/social media readiness, solution-focused skills, entrepreneurial ideas, and diversity/global competencies for adaptable professional
advancement. Additionally, the proposed 30-hour program addresses open access in education and opportunities for cultural and diverse populations; data use to inform decision-making; assessment of adult-student learning; and ways in which institutions document institutional effectiveness for internal and external audiences and stakeholders. The proposed **required courses of CCHE 600, 620, 650, and 687** directly address these knowledge/skills areas. The selection of two courses from **CCHE 590, CCHE 599, CCHE 640, CCHE 670, and CCHE 688** allow students to focus more specifically on educational technology, curriculum, adult learners, and college teaching as related to educational leadership.

**D) Culminating course:** The required **CCHE 690** course is a concluding experience wherein students learn and prepare how to communicate their CCHE scholarship, skills, and career aspirations for their chosen work. CCHE 690 includes professional e-portfolio, resume/vita, samples of writing and creative projects, how to search and apply for jobs, and how to use professional search tools, networks, and organizations to meet professional goals.

**(E) Elimination of CCHE 699 (Thesis):** The Thesis option of **CCHE 699 (and Oral Defense)** was eliminated from the proposal. No CCHE students have elected this option within the last 15 years. Students (and CCHE educational leadership experts and academic advisors) know that completing a thesis has no advantage to students’ future CCHE academic plans or employment. In all of the CCHE courses in the proposed program, students learn and apply appropriate research methods. This student learning outcome across the curriculum has broader academic purpose than a specific, more narrowly based thesis requirement. The current research course requirement of EDR 610 remains in the proposed emphasis.

9. NCATE designation, if applicable:
   - Initial Plan
   - Advanced Plan
   - Remove Designation

10. Effective beginning **FALL:**
    - Fall 2014
    - See effective dates calendar.

11. Will this proposal impact other plans, sub plans, or course offerings, etc.?  
    - Yes ☐  No ☒
    - If yes, describe the impact and include a letter of response from each impacted academic unit.

**Answer 12-13 for UCC/ECCC only:**

12. A major is differentiated from another major by required course commonality: 24 units of the required credit hours of a major must be unique, (i.e. not common or not dual use as a required element in another major), to that major. Does this plan have 24 units of unique required credit?  
    - Yes ☐  No ☒

13. Minor: A planned group of courses from one or more subject matter areas consisting of at least 18 hours and no more than 24 hours. At least 12 hours of the minor must be unique to that minor to differentiate it from other minors. Does this minor have 12 units of unique required credit?  
    - Yes ☐  No ☒
### Answer 14-15 for UGC only:

14. If this is a non-thesis plan, does it require a minimum of 24 units of formal graded coursework?  
   - Yes ☑️  
   - No ☐

   If no, explain why this proposal should be approved.

15. If this is a thesis plan, does it require a minimum of 18 units of formal graded coursework?  
   - Yes ☐  
   - No ☑️

   If no, explain why this proposal should be approved.

### FLAGSTAFF MOUNTAIN CAMPUS

<table>
<thead>
<tr>
<th>Scott Galland</th>
<th>09/18/2013</th>
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<td>Date</td>
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<tr>
<td>Approvals:</td>
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<td>Michael Robison</td>
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### For Committee use only:

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<th>UCC/UGC Approval</th>
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<tr>
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<td>Yes ☑️  No ☐</td>
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<tr>
<td>Approved as modified:</td>
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<tr>
<td>Academic Unit Head</td>
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<tr>
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<tr>
<td>Chief Academic Officer; Extended Campuses (or Designee)</td>
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Approved as submitted: Yes [ ] No [ ]

Approved as modified: Yes [ ] No [ ]