M.A. in Education (MAED) - 2013/14 Director's Report

Goals from Academic Year 2013-14

Describe any goals your program has set and report results your program measured. If you have set long term goals from a previous Program Review, report on those here.

Please type your answer here
1. First goal

   Establish a Vineland cohort
   During the 2013-2014 academic year, the MAED program will partner with Vineland School District to offer the Bilingual/Bicultural endorsement track at their location. Dr. Lois Spitzer will take the lead in this initiative and will teach the first class in September, 2013. We will work with students to apply to the MAED program during Fall, 2013.

   Results: We successfully established a Vineland cohort during the 2013-2014 academic year. The cohort has been offered in a hybrid fashion. All participants have successfully matriculated into the MAED program.

2. Second goal

   Finalize merger of MAEL with MAED
   In September, 2013 MAEL will be merged with the MAED program. Enrollment concerns for MAEL led faculty to determine that moving MAEL under the MAED program with the option for educational leadership certifications, both supervisory and principal, would be more viable for the future of the program. The 2013-2014 academic year will be a transitional year as current MAEL students complete the MAEL program and future educational leadership candidates begin the MAED program.

   Results: The MAEL program is no longer accepting applications for the degree. Rather, students are directed to the MAED program and referred to the supervisor and/or principal certification tracks. Furthermore, realignment of the MAEL course offerings were completed to integrate the Supervisory Certification process along with the Principal Certification process.

3. Third goal

   Teacher Leader Track
   During the 2013-2014 academic year, faculty will develop a proposal for a teacher leader track to meet NJDOE certification requirements for teacher leaders to be approved for September, 2014.

   Results: A draft proposal was developed and reviewed by MAED Faculty. However, due to the delay at the state level approving a teacher leader certification, we have decided to wait to implement the program.

4. Fourth goal

   Hire a Special Education faculty member
   In Spring, 2012 and Fall, 2012 two faculty members retired from Stockton College. Both Dr. Norma Blecker and Dr. Rita Mulholland taught predominantly in the MAED SPED program. Dr. Priti Haria was hired and began service in Fall, 2012, however, the need still exists to fill one position. Therefore, a timeline for the 2013-2014 academic year has been established to search for a new faculty member for special education.
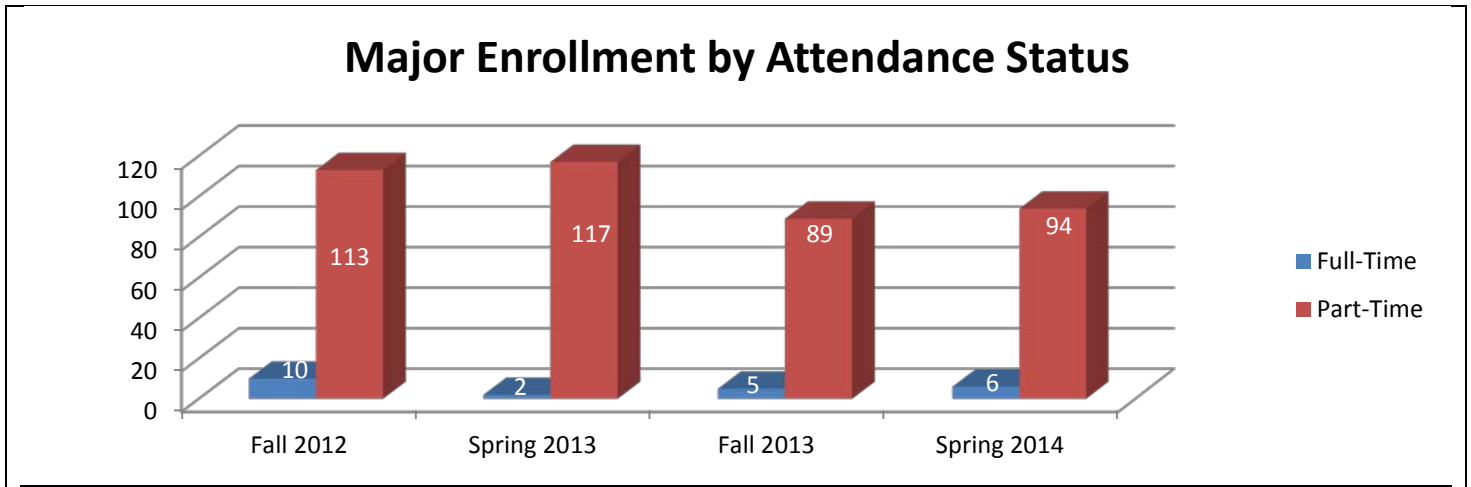
Completion Date: 5/1/14 GBT

We successfully hired a School of Education faculty member in Special Education. Dr. Chelsea Tracy-Bronson will begin September, 2014.

5.

Graduate Enrollment

Chart 1

Major Enrollment by Attendance Status

	Fall 2012		Spring 2013		Fall 2013		Spring 2014	
Full-Time	10		2		5		6	
Part-Time	113		117		89		94	

EDUC - MAED	Fall 2012			Spring 2013			Fall 2013			Spring 2014		
Major Program	Full Time	Part Time		Full Time	Part Time		Full Time	Part Time		Full Time	Part Time	
(All MAED)	10	113		2	117		5	89		6	94	
Content, Instruction, & Assessment Concentration	Full Time	Part Time		Full Time	Part Time		Full Time	Part Time		Full Time	Part Time	
	1	24		0	16		0	20		0	20	
ESL Concentration	Full Time	Part Time		Full Time	Part Time		Full Time	Part Time		Full Time	Part Time	
	0	1		0	1		0	4		0	1	
General Concentration	Full Time	Part Time		Full Time	Part Time		Full Time	Part Time		Full Time	Part Time	
	0	2		0	1		0	0		0	0	
Language Arts/Literacy Concentration	Full Time	Part Time		Full Time	Part Time		Full Time	Part Time		Full Time	Part Time	
	0	3		0	1		0	1		0	0	
Learning Disabilities Concentration	Full Time	Part Time		Full Time	Part Time		Full Time	Part Time		Full Time	Part Time	
	0	4		0	2		01			0	1	
Mathematics Concentration	Full Time	Part Time		Full Time	Part Time		Full Time	Part Time		Full Time	Part Time	
	0	9		0	7		0	1		0	0	
No Concentration	Full Time	Part Time		Full Time	Part Time		Full Time	Part Time		Full Time	Part Time	
	0	1		0	9		0	2		0	1	
Pre School - 3 Endorsement Concentration	Full Time	Part Time		Full Time	Part Time		Full Time	Part Time		Full Time	Part Time	
	1	0		0	1		0	0		0	0	
Reading Specialist Concentration	Full Time	Part Time		Full Time	Part Time		Full Time	Part Time		Full Time	Part Time	
	0	6		0	8		0	7		1	7	
Science Concentration	Full Time	Part Time		Full Time	Part Time		Full Time	Part Time		Full Time	Part Time	
	1	1		0	1		0	1		0	1	
Special Education	Full	Part		Full	Part		Full	Part		Full	Part	

Concentration	Time	Time		Time	Time		Time	Time		Time	Time	
	7	62		2	70		5	52		5	63	
Graduate School	Full Time	Part Time	Non-Matric	Full Time	Part Time	Non-Matric	Full Time	Part Time	Non-Matric	Full Time	Part Time	Non-Matric
	283	517	84	278	474	47	319	518	82	272	488	39

Note: Graduate School totals include Post-Baccalaureate Certificate Enrollments
SOURCE: SURE Enrollment Files fall 2012, 2013, spring 2013, 2014 and Student Demo Files fall 2012, 2013, spring 2013 2014

Summary of EDUC Acronym Courses Taught by All Faculty
Chart 2

Number of EDUC Acronym Courses Taught by Course Level

	Fall 2012	Spring 2013	Fall 2013	Spring 2014
6000 Level	6	6	5	5
5000 Level	27	19	21	17
4000 Level	33	24	21	19
3000 Level	10	10	6	10
2000 Level	2		7	8
1000 Level		2	6	6

Enrollment in EDUC Acronym Courses by Course Level

	Fall 2012	Spring 2013	Fall 2013	Spring 2014
6000 Level	59	55	43	36
5000 Level	286	274	255	249
4000 Level	502	440	301	253
3000 Level	246	214	122	488
2000 Level	36	58	214	247
1000 Level			190	160

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NOTE: Courses taught refers to all courses with this acronym and may include courses taught by faculty members outside of this home program
SOURCE: Faculty Workload Raw Data Reports fall 2012, 2013 and spring 2013, 2014

Summary of Courses Taught by Home Program Faculty

Chart 3

Number of EDUC Acronym Courses Taught by Course Level by Home Program Faculty

Enrollment in EDUC Acronym Courses by Course Level by Home Program Faculty
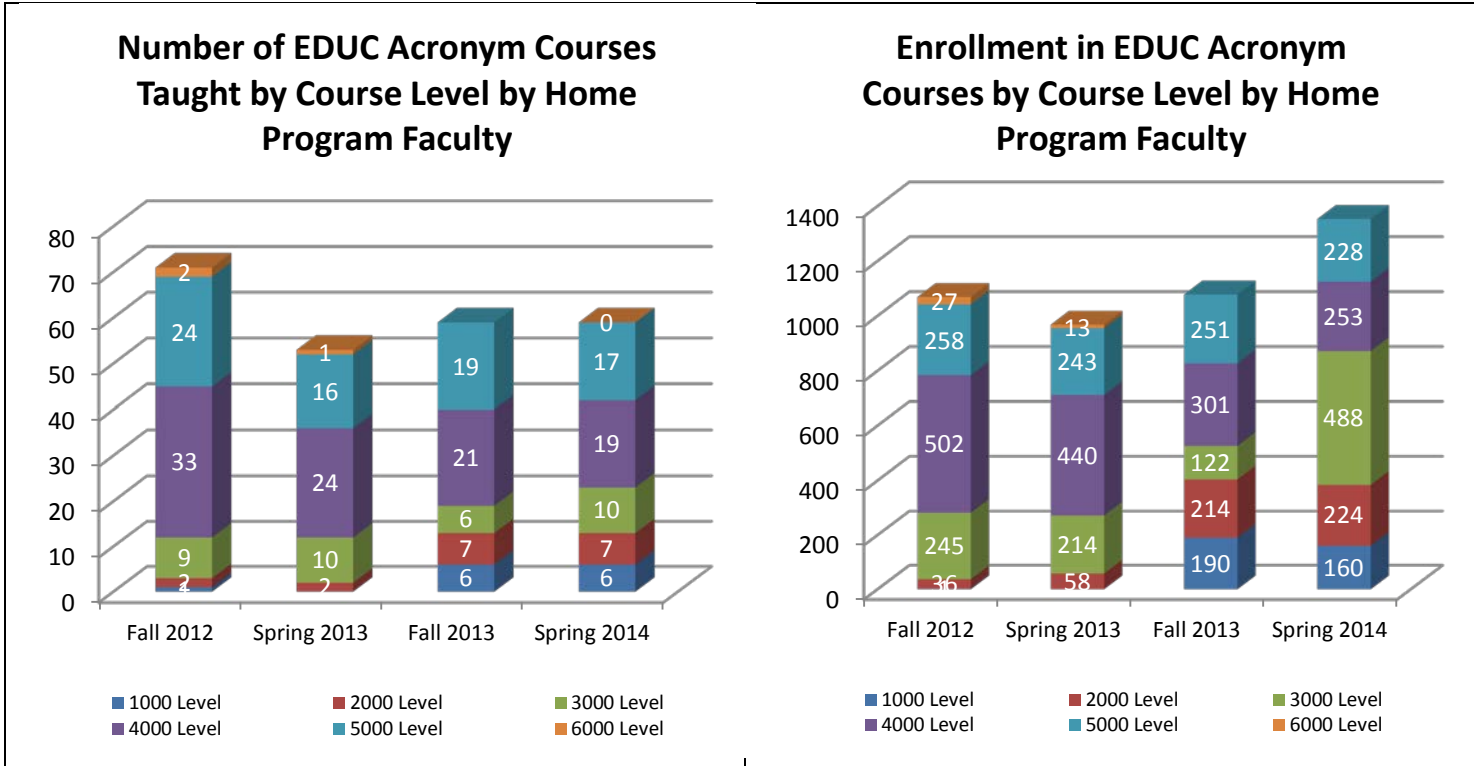
Summary of Courses Taught by Home Program Faculty

Total Course Enrollments	Fall 2012				Spring 2013				Fall 2013				Spring 2014*			
Course	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching
EDUC 1515									6	190	4	2	6	160	4	2
EDUC 1800	1	1	1													
Total 1000 Level	1	1	1	0	0	0	0	0	6	190	4	2	6	160	4	2
EDUC 2241									5	153	1	4	6	189	1	5
EDUC 2252	1	19	1		1	29	1									
EDUC 2551									1	30	1		1	35	1	

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Total Course Enrollments / Course	Fall 2012				Spring 2013				Fall 2013				Spring 2014*			
	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching
EDUC 2552									1	31	1					
Total 2000 Level	2	36	2	0	2	58	2	0	7	214	3	4	7	224	2	5
EDU 3000													3	360	3	
EDUC 3101									2	45	2		2	49	2	
EDUC 3105									2	33	2		2	31	1	1
EDUC 3200									2	44	2		2	47	2	
EDUC 3241	4	117		4	5	111	1	4								
EDUC 3515	5	128	3	2	4	102	3	1								
EDUC 3800					1	1	1						1	1	1	
Total 3000 Level	9	245	3	6	10	214	5	5	6	122	6	0	10	488	9	1
EDUC 4101	2	57	2		2	47	2									
EDUC 4105	2	40	2		2	26	2									
EDUC 4110	3	38		3	2	37		2	2	37		2	2	29		2
EDUC 4120	2	26		2	1	16		1	2	21		2	1	10		1
EDUC 4150	3	37	3		2	37	2		2	37	2		2	29	2	
EDUC 4200	2	57	2		2	47	2									
EDUC 4600	5	66	1	4	3	54	1	2	3	57	1	2	3	41	1	2
EDUC 4601	1	6	1		1	6	1		1	6	1		1	2	1	
EDUC 4605	1	10	1		1	4	1		1	7	1		1	4	1	
EDUC 4606	1	7	1		1	4	1		1	7		1	1	4		1
EDUC 4607													1	8		1
EDUC 4610	3	39	1	2	2	39	1	1	2	37	1	1	2	31		2
EDUC 4800	4	5	4		1	3	1		3	4	3		1	1		1
EDUC 4990	1	57		1	1	60		1	1	44		1	1	47		1
EDUC 4991	3	57		3	3	60		3	3	44		3	3	47		3
Total 4000 Level	33	502	18	15	24	440	14	10	21	301	9	12	19	253	5	14
EDUC 5151	1	10		1					1	10		1				
EDUC 5152					1	4		1					1	5		1
EDUC 5153	1	4		1					1	7		1				
EDUC 5201					1	17	1						1	8		1
EDUC 5202	1	18	1						2	31	2					
EDUC 5203					1	14	1						2	27	2	
EDUC 5204	1	19	1						1	11		1				
EDUC 5235													1	4	1	

Completion Date: 5/1/14 GBT

Total Course Enrollments / Course	Fall 2012				Spring 2013				Fall 2013				Spring 2014*			
	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching
EDUC 5314	1	12	1													
EDUC 5320	1	18	1						1	22	1					
EDUC 5321	1	12		1	1	25		1	1	13		1	1	19		1
EDUC 5330	1	12	1		1	25	1		1	24		1	1	21	1	
EDUC 5331	1	20	1						1	22	1		1	15	1	
EDUC 5334	1	5	1		1	1	1									
EDUC 5335	2	17	2										1	21	1	
EDUC 5336	1	20	1		2	66	1	1	1	22	1		1	19	1	
EDUC 5337					1	24	1		1	12		1	1	15		1
EDUC 5338	1	20		1					1	11		1				
EDUC 5339					1	21	1						1	21	1	
EDUC 5340																
EDUC 5365					1	5	1						1	11	1	
EDUC 5366	1	2	1						1	3	1					
EDUC 5370									1	23	1					
EDUC 5420	1	9		1												
EDUC 5431	1	8		1												
EDUC 5432									1	9		1	1	7		1
EDUC 5800	2	1	2		1	1	1									
EDUC 5802	1	4	1													
EDUC 5910	3	43	3						3	25	3					
EDUC 5920					4	40	3	1					3	35	3	
EDUC 5989	1	4		1					1	6		1				
Total 5000 Level	24	258	17	7	16	243	12	4	19	251	10	9	17	228	12	5
EDUC 6110	1	17		1	1	13		1								
EDUC 6134	1	10	1													
Total 6000 Level	2	27	1	1	1	13	0	1	0	0	0	0	0	0	0	0
Total EDUC	**71**	**1069**	**42**	**29**	**53**	**968**	**33**	**20**	**59**	**1078**	**32**	**27**	**59**	**1353**	**32**	**27**
BASK 1102	1	17	1													
GAH 1360					1	23	1									
GAH 2330	1	34	1		1	32	1		1	35	1		1	35	1	
GEN 1050	1	20		1												
GEN 1245													1	25	1	
GEN 1430	1	34	1													

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Course	Fall 2012 # Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching	Spring 2013 # Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching	Fall 2013 # Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching	Spring 2014* # Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching
GEN 2101	1	34		1					1	35		1				
GEN 2104					1	29		1								
GEN 2108					1	12		1								
GEN 2126	1	24		1	1	29		1	1	24		1	2	49		2
GEN 2243									1	25		1	1	16		1
GEN 2800									1	1	1					
GEN 3245	2	37	2		2	42	2		3	68	2	1	3	63	3	
GIS 4623																
GNM 1110					1	35	1		1	27	1		1	36	1	
GNM 1124	1	15	1		1	26	1		1	26	1		1	26	1	
GNM 1800	2	2	2													
GNM 2138					1	25	1									
GNM 2253	1	24	1													
GNM 2257					1	25	1						1	24	1	
GNM 2800	1	1	1													
GNM 4800	1	1	1													
GSS 1044	1	25	1						1	25	1		1	25	1	
GSS 1072	2	49	1	1					2	50	2					
GSS 2342									1	23		1	1	24		1
GSS 3169	1	32	1		1	31	1		1	31	1		1	22	1	
GSS 3360	4	129	1	3	5	104		5	3	74		3	5	72		5
Total GENS	**22**	**478**	**15**	**7**	**17**	**413**	**9**	**8**	**18**	**444**	**10**	**8**	**19**	**417**	**10**	**9**

Total Course Enrollments	Fall 2012				Spring 2013				Fall 2013				Spring 2014*			
Course	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching	# Sessions Offered	# Students Enrolled	# Regular Faculty Teaching	# Adj. Faculty Teaching
FRST 1002									1	25	1					
INTC 2610									2	48	2		2	37	1	1
INTC 3610	1	18	1		1	17	1									
INTC 4650					1	8	1									
INTC 5340									1	5		1				
PHYS 2125													2	40		2
PSYC 5183													1	5		1
Total Other	**1**	**18**	**1**	**0**	**2**	**25**	**2**	**0**	**4**	**78**	**3**	**1**	**5**	**82**	**1**	**4**

NOTE: The MAED Program does not have specific faculty assigned to it, thus "Home Program Faculty" information was considered to be the faculty members housed in the Education Program. Fall 2012 includes EDUC 5989, taught by Edward Reading, but additional courses taught by this faculty member are not included as they belong to the Substance Awareness program.

NOTE: Regular Faculty refers to those faculty members that are FT, 1/2 time, 2/3 time, or 3/4 time. Courses may have multiple sessions or be stacked/pyramided course and may be taught by the same faculty member.

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* Spring 2014 data was pulled on 1/29/14 and final data will not be available until after 5/15/14.
SOURCE: Faculty Workload Raw Data Reports fall 2012, spring 2013, fall 2013 and spring 2014

Chart 4

AY12-13

Fall 2012 - Courses Taught by Home Program Faculty

1.06%
23.40%
47.87%
27.66%

- UG Home
- Graduate Home
- GENS
- Other
- Graduate Other

Fall 2012 - Home Program Faculty SCH

1.27%
33.70%
49.96%
15.07%

- UG Home
- Graduate Home
- GENS
- Other
- Graduate Other
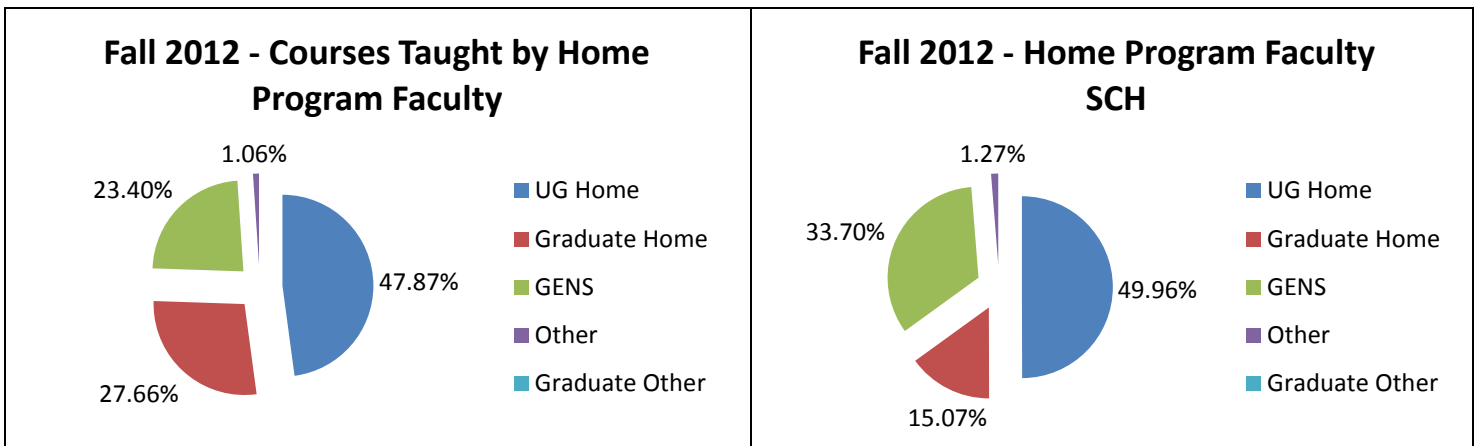
	# of Courses	% of Courses	SCH	SCH %
UG Home	45	47.87%	2834	49.96%
Graduate Home	26	27.66%	855	15.07%
GENS	22	23.40%	1912	33.70%
Other	1	1.06%	72	1.27%
Graduate Other	0	0.00%	0	0.00%

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Total	94	100.00%	5673	100.00%

Spring 2013 - Courses Taught by Home Program Faculty

- 2.78%
- 23.61%
- 50.00%
- 23.61%

Legend: UG Home, Graduate Home, GENS, Other, Graduate Other
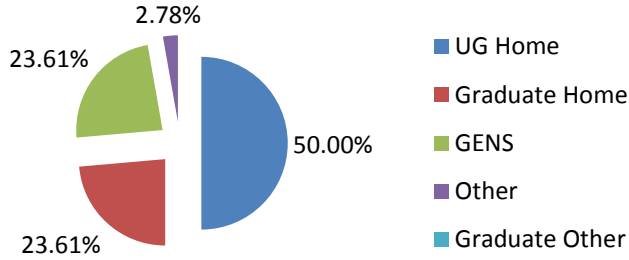
Spring 2013 - Home Program Faculty SCH

- 1.79%
- 32.06%
- 51.25%
- 14.90%

Legend: UG Home, Graduate Home, GENS, Other, Graduate Other
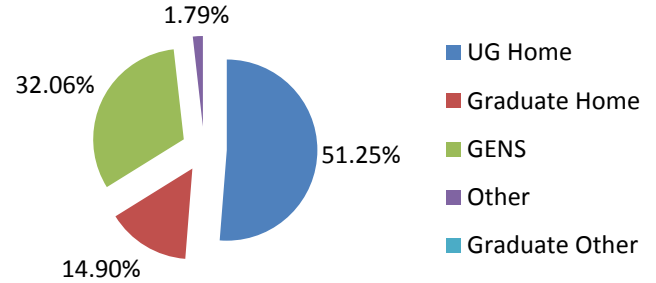
	# of Courses	% of Courses	SCH	SCH %
UG Home	36	50.00%	2641	51.25%
Graduate Home	17	23.61%	768	14.90%
GENS	17	23.61%	1652	32.06%
Other	2	2.78%	92	1.79%
Graduate Other	0	0.00%	0	0.00%
Total	72	100.00%	5153	100.00%

AY13-14

Fall 2013 - Courses Taught by Home Program Faculty

- 3.70%
- 1.23%
- 22.22%
- 49.38%
- 23.46%

Legend: UG Home, Graduate Home, GENS, Other, Graduate Other

Fall 2013 - Home Program Faculty SCH

- 4.99%
- 0.26%
- 30.35%
- 51.54%
- 12.87%

Legend: UG Home, Graduate Home, GENS, Other, Graduate Other
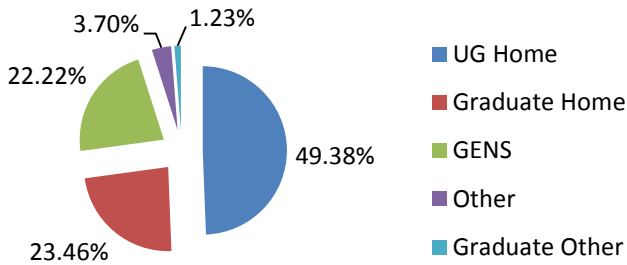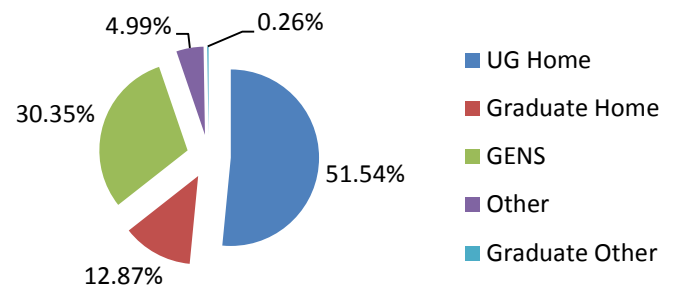
	# of Courses	% of Courses	SCH	SCH %
UG Home	40	49.38%	3016	51.54%
Graduate Home	19	23.46%	753	12.87%
GENS	18	22.22%	1776	30.35%
Other	3	3.70%	292	4.99%
Graduate Other	1	1.23%	15	0.26%
Total	81	100.00%	5852	100.00%

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Spring 2014 - Courses Taught by Home Program Faculty

4.82% 1.20%
22.89%
50.60%
20.48%

- UG Home
- Graduate Home
- GENS
- Other
- Graduate Other
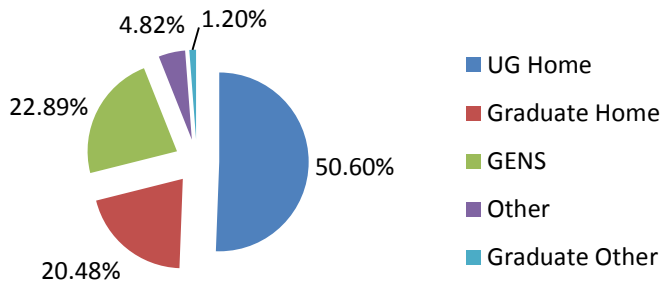
Spring 2014 - Home Program Faculty SCH

3.47% 0.28%
30.81%
52.81%
12.63%

- UG Home
- Graduate Home
- GENS
- Other
- Graduate Other
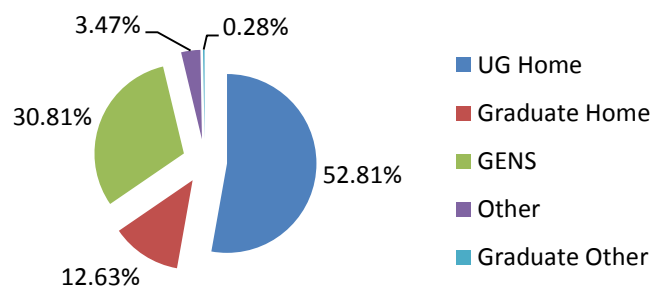
	# of Courses	% of Courses	SCH	SCH %
UG Home	42	50.60%	2859	52.81%
Graduate Home	17	20.48%	684	12.63%
GENS	19	22.89%	1668	30.81%
Other	4	4.82%	188	3.47%
Graduate Other	1	1.20%	15	0.28%
Total	83	100.00%	5414	100.00%

NOTE: The MAED Program does not have specific faculty assigned to it, thus "Home Program Faculty" information was considered to be the faculty members housed in the Education Program. Fall 2012 includes EDUC 5989, taught by Edward Reading, but additional courses taught by this faculty member are not included as they belong to the Substance Awareness program.
SOURCE: Faculty Workload Raw Data Reports, fall 2012, 2013 & spring 2013, 2014
*Spring 2014 data was pulled on 1/29/14 and final data will not be available until after 5/15/14.

Summary of Degrees Granted

Chart 5

Degrees Granted - Summer

SU11	SU12	SU13*
7	0	4

Degrees Granted - Fall

FA11	FA12	FA13*
2	1	1
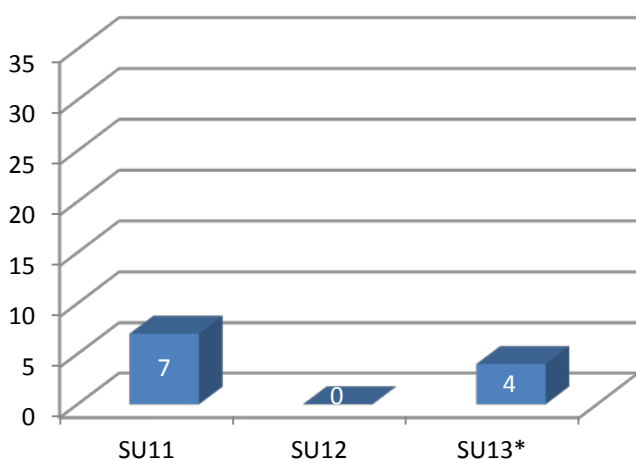
Degrees Granted - Spring
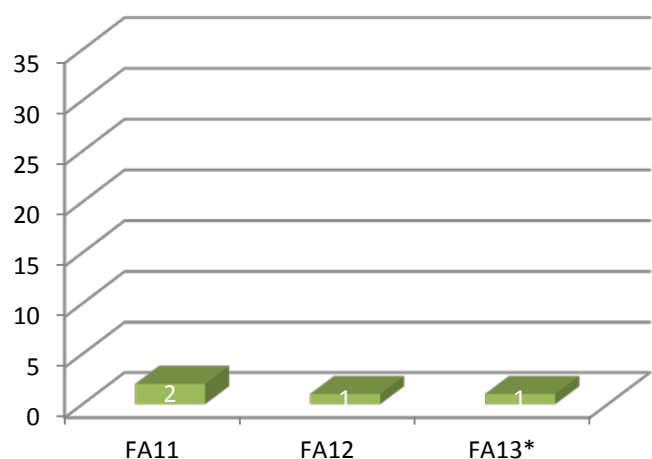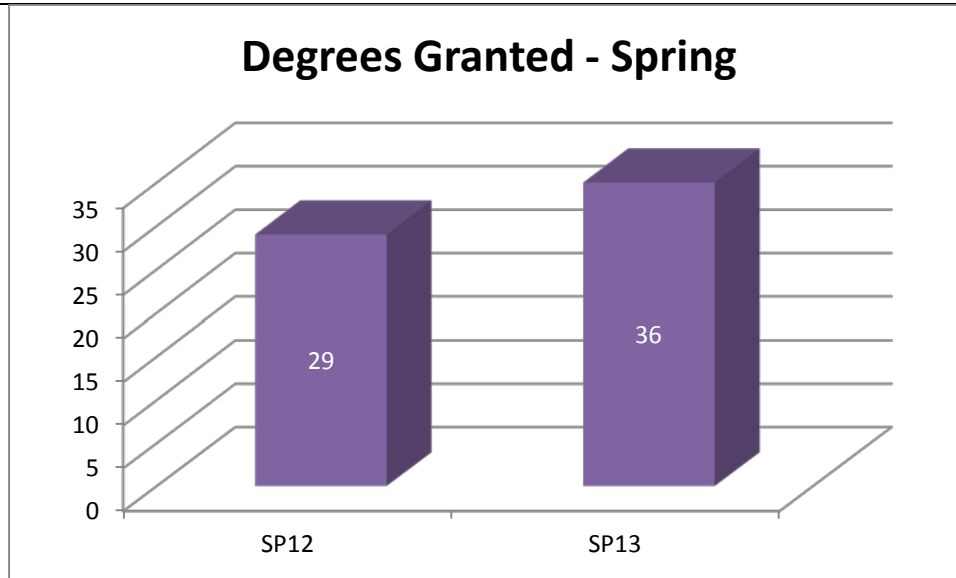
	SU11	FA11	SP12	SU12	FA12	SP13	SU13*	FA13*
Degrees Granted - MA	7	2	29	0	1	36	4	1

SOURCE: Degrees Conferred FY12, Degrees Conferred FY13, Degrees Conferred FY14
*SU13 & FA13 numbers are unofficial and will be available after 8/15/14.

Director Comments about Course Enrollment, Degrees Granted and Other Curriculum/Teaching Issues:

Reflect on the tables above, as well as on any applicable teaching innovations; curricular changes including delivery mode, track and certificate development; senior experience, internships etc.

Please type your answer here.

In keeping with TEAC guidelines, the MAED program has maintained a consistent balance between courses taught by full-time tenure-eligible faculty and courses taught by adjunct practitioners. In maintaining this balance, the program prioritizes student demand for courses, adjusts full-time faculty load (frequently by requesting overload assignments to meet demand) and assigning adjunct practitioners in the most appropriate courses possible. The MAED program continues to experiment with multiple delivery options for our students. In Fall, 2013 & Spring, 2014 we offered the SPED endorsement and ESL/BE endorsement program in an accelerated fashion. Courses were offered using a hybrid delivery model in either Subterm A or Subterm B.

In addition, the MAED program is now experimenting with a blended model of delivery. Through partnership with the SRI-ETTC, participants can choose to enroll in a designated course for graduate level credit or for professional development credit. In May and June, EDUC 5225:

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Teaching and Assessing the Common Core in ELA was team taught by four faculty members, Dr. Douglas Harvey, Dr. Priti Haria, Dr. Susan Cydis, and Dr. Kim Lebak, in a blended fashion at the Manahawkin Site. The response was very positive to the blended model.

This spring, 23 MAED students presented their results from their Capstone projects at the Graduate Research Symposium. Titles and abstracts of each of the projects can be found in Appendix A.

Faculty Complement – AY13-14 Teaching Faculty

Chart 6

**Regular Home Program Faculty
Longevity vs. Gender & Race/Ethnicity**
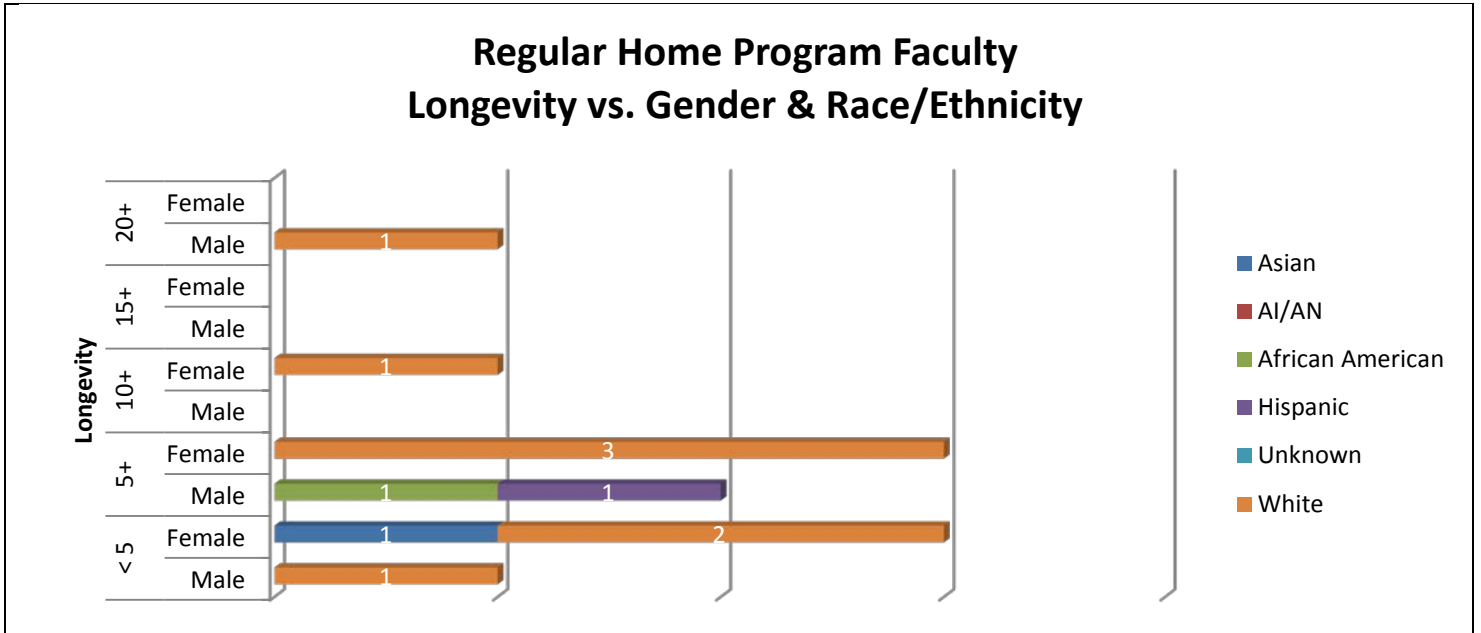
Ethnicity	Gender	
	Female	Male
Asian	1	0
AI/AN	0	0
African American	0	1
Hispanic	0	1
Unknown	0	0
White	6	2
Total	7	4

Longevity	
< 5	4
5+	5
10+	1
15+	0
20+	1
Total	11

NOTE: Spring 2014 data was pulled on 1/29/14 and final data will not be available until after 5/15/14.

*Staff/adjuncts and Professor Emeritus are included in the gender/ethnicity counts but are not reflected in longevity because their time as an adjunct cannot be determined.

Source: IR Faculty Access Database, fall 2013 and spring 2014 faculty workload raw data pulled 9/12/13 and 1/29/14.

Chart 7

Adjunct Home Program Faculty
Longevity vs. Gender & Race/Ethnicity
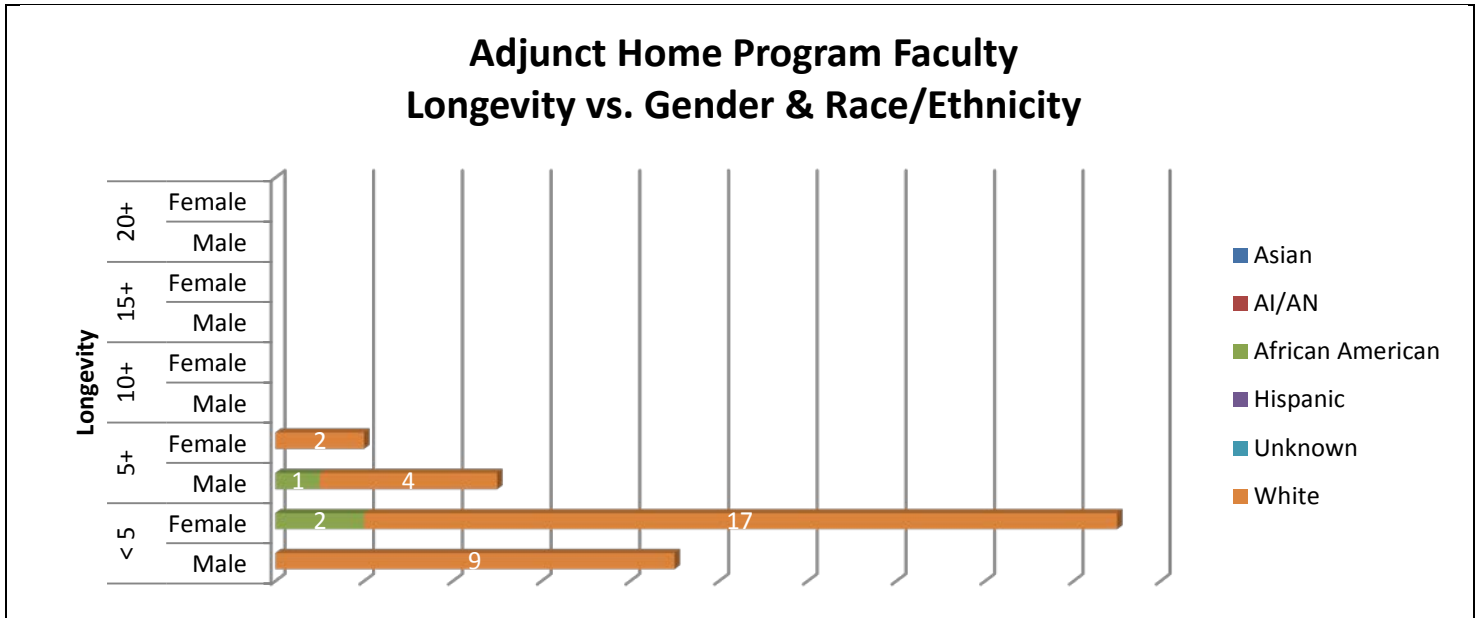
Ethnicity	Gender	
	Female	Male
Asian	0	0
AI/AN	1	0
African American	2	1
Hispanic	0	0
Unknown	0	0
White	22	14
Total	25	15

Longevity	
< 5	28
5+	7
10+	0
15+	0
20+	0
Total	35

NOTE: Spring 2014 data was pulled on 1/29/14 and final data will not be available until after 5/15/14.
*Staff/adjuncts and Professor Emeritus are included in the gender/ethnicity counts but are not reflected in longevity because their time as an adjunct cannot be determined.
Source: IR Faculty Access Database, fall 2013 and spring 2014 faculty workload raw data pulled 9/12/13 and 1/29/14.

Chart 8

Home Program Faculty
Longevity vs. Rank
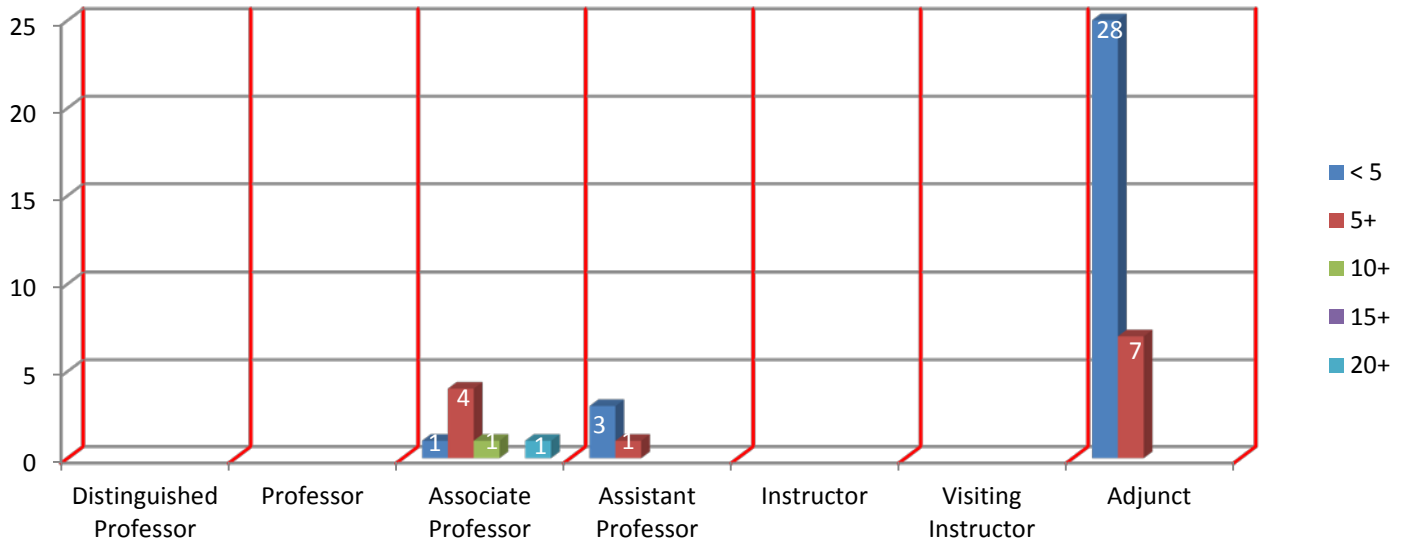
Rank	
Distinguished Professor	0
Professor	0
Associate Professor	7
Assistant Professor	4
Instructor	0
Visiting Instructor	0
Adjunct	35
Staff/Adjunct	5
Adjunct - 16+	0
Professor Emeritus	0
Total	51

Longevity	
< 5	32
5+	12
10+	1
15+	0
20+	1
Total	46

NOTE: Spring 2014 data was pulled on 1/29/14 and final data will not be available until after 5/15/14.
*Staff/adjuncts and Professor Emeritus are included in the gender/ethnicity counts but are not reflected in longevity because their time as an adjunct cannot be determined
Source: IR Faculty Access Database, fall 2013 and spring 2014 faculty workload raw data pulled 9/12/13 and 1/29/14.

[Attach Appendix of Faculty Activity – from Sedona]

EDUC 5000 & EDUC 6000 Teaching Faculty Complement – AY13-14 Teaching Faculty
Chart 9

M.A. in Education (MAED) - 2013/14 Director's Report

AY13-14

Fall 2013 - EDUC 5000 and 6000 Courses Taught by Teaching Faculty Home Program
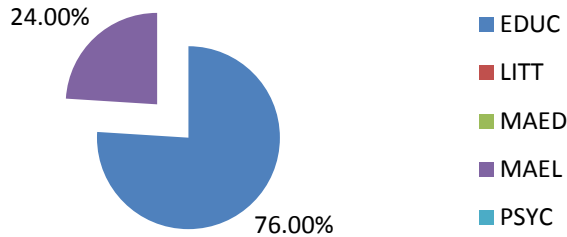
Fall 2013 - Teaching Faculty SCH by Home Program for EDUC 5000 and 6000 Courses
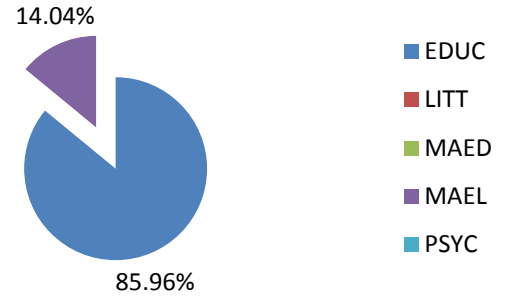
Teaching Faculty Home School Fall 2013	# of Faculty	# of Courses	% of Courses	SCH	SCH %
EDUC	15	19	76.00%	753	85.96%
LITT	0	0	0.00%	0	0.00%
MAED	0	0	0.00%	0	0.00%
MAEL	3	6	24.00%	123	14.04%
PSYC	0	0	0.00%	0	0.00%
Total	18	25	100.00%	876	100.00%

Spring 2014 - EDUC 5000 and 6000 Courses Taught by Teaching Faculty Home Program
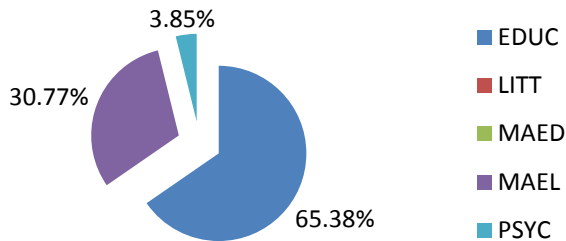
Spring 2014 - Teaching Faculty SCH by Home Program for EDUC 5000 and 6000 Courses
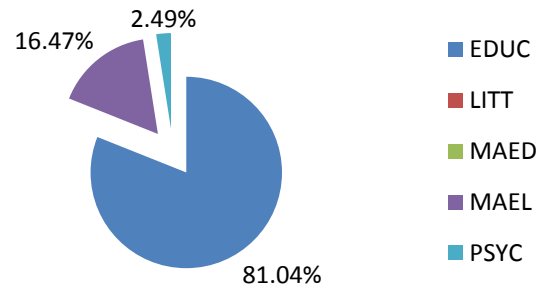
Teaching Faculty Home School Spring 2014	# of Faculty	# of Courses	% of Courses	SCH	SCH %
EDUC	11	17	65.38%	684	81.04%
LITT	0	0	0.00%	0	0.00%
MAED	0	0	0.00%	0	0.00%
MAEL	3	8	30.77%	139	16.47%
PSYC	1	1	3.85%	21	2.49%
Total	15	26	100.00%	844	100.00%

Chart 10

Completion Date: 5/1/14 GBT

Regular Teaching Faculty of EDUC5000 & EDUC6000 Level Courses
Longevity vs. Gender & Race/Ethnicity
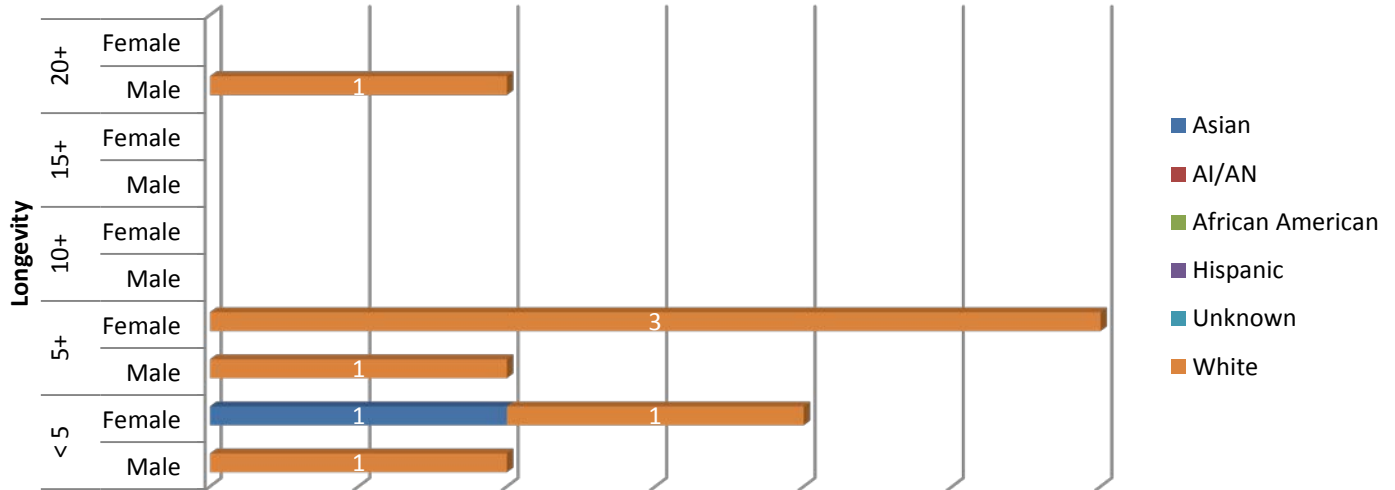
Ethnicity	Gender	
	Female	Male
Asian	1	0
AI/AN	0	0
African American	0	0
Hispanic	0	0
Unknown	0	0
White	4	3
Total	5	3

Longevity	
< 5	3
5+	4
10+	0
15+	0
20+	1
Total	8

NOTE: Spring 2014 data was pulled on 1/29/14 and final data will not be available until after 5/15/14.
*Staff/adjuncts and Professor Emeritus are included in the gender/ethnicity counts but are not reflected in longevity because their time as an adjunct cannot be determined
Source: IR Faculty Access Database, fall 2013 and spring 2014 faculty workload raw data pulled 9/12/13 and 1/29/14.

Chart 11

Adjunct Teaching Faculty of EDUC5000 & EDUC6000 Level Courses
Longevity vs. Gender & Race/Ethnicity
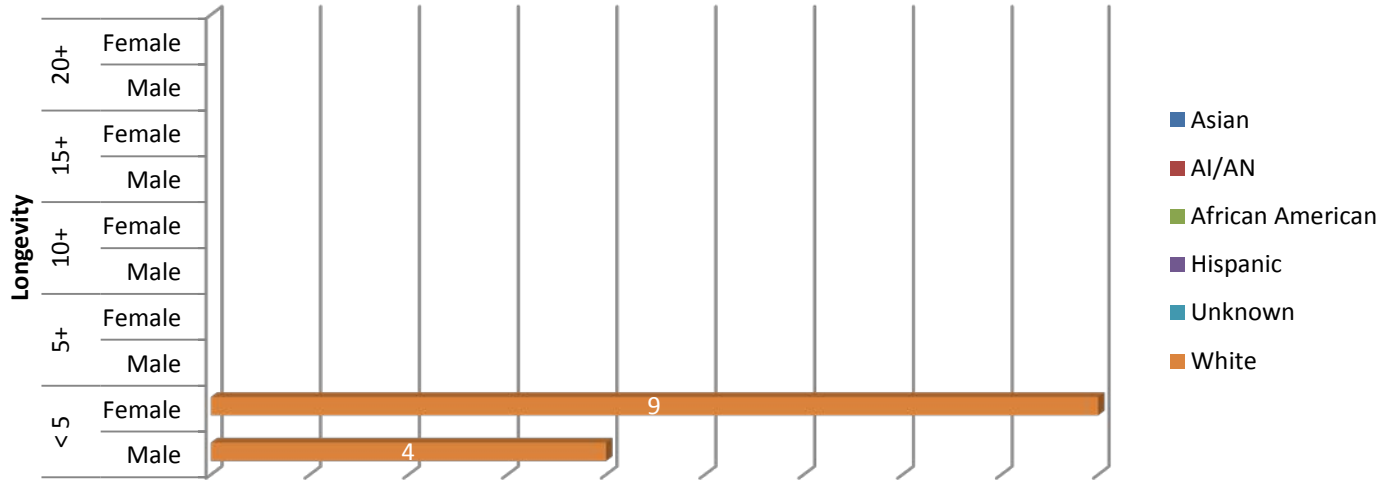
Ethnicity	Gender	
	Female	Male
Asian	0	0
AI/AN	0	0
African American	0	0
Hispanic	0	0
Unknown	0	0
White	9	4
Total	9	4

Longevity	
< 5	13
5+	0
10+	0
15+	0
20+	0
Total	13

NOTE: Spring 2014 data was pulled on 1/29/14 and final data will not be available until after 5/15/14.
*Staff/adjuncts and Professor Emeritus are included in the gender/ethnicity counts but are not reflected in longevity because their time as an adjunct cannot be determined
Source: IR Faculty Access Database, fall 2013 and spring 2014 faculty workload raw data pulled 9/12/13 and 1/29/14.

Chart 12

Teaching Faculty of EDUC5000 & EDUC6000 Level Courses
Longevity vs. Rank
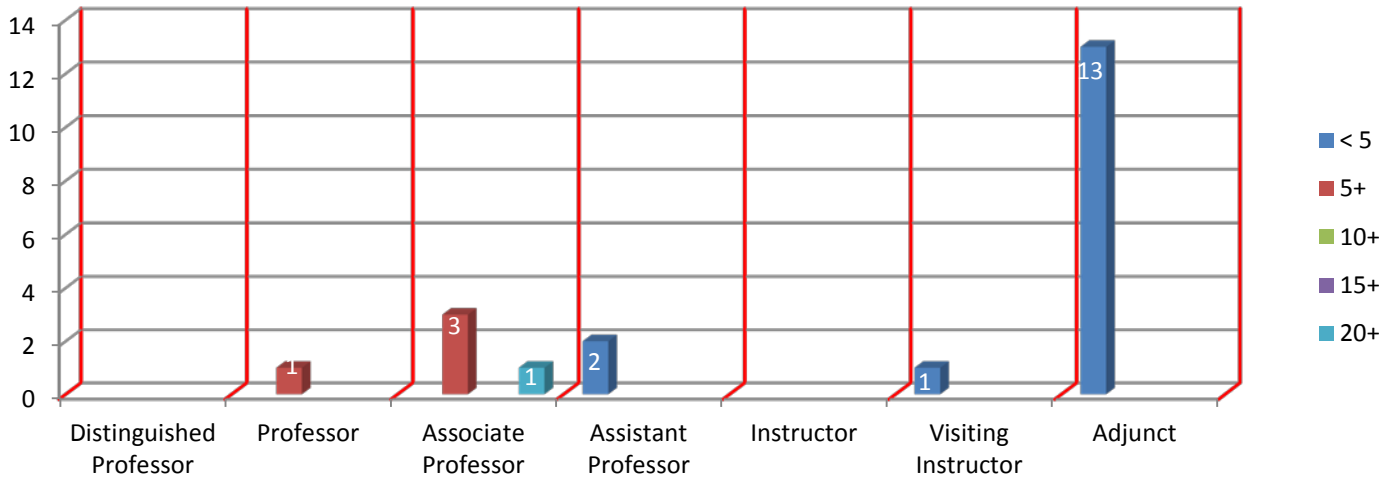
Rank	
Distinguished Professor	0
Professor	1
Associate Professor	4
Assistant Professor	2
Instructor	0
Visiting Assistant Professor	1
Adjunct	13
Staff/Adjunct	0
Adjunct - 16+	0
Professor Emeritus	0
Total	21

Longevity	
< 5	16
5+	4
10+	0
15+	0
20+	1
Total	21

NOTE: Spring 2014 data was pulled on 1/29/14 and final data will not be available until after 5/15/14.

*Staff/adjuncts and Professor Emeritus are included in the gender/ethnicity counts but are not reflected in longevity because their time as an adjunct cannot be determined

Source: IR Faculty Access Database, fall 2013 and spring 2014 faculty workload raw data pulled 9/12/13 and 1/29/14.

Director Comments about Faculty Complement and Faculty Activity:

Reflect on faculty complement, faculty retention and development, mentoring and recruitment, scholarly and creative activity, service and engagement, etc., if applicable.

Please type your answer here.

The MAED faculty is still relatively "young" in terms of our institution. However, both junior and senior faculty members are highly engaged in teaching, scholarship and service activities. The following scholarly activities have been reported by the MAED faculty for 2013-2014 academic year. It is important to note that both peer-reviewed journal articles and national presentations included the work of MAED students.

PEER-REVIEWED JOURNAL ARTICLES

Cydis, S. (July 2014, in press). Fostering Competencies in Future Teachers: A Competency-Based Approach to Teacher Education, *Creative Education Journal*, 5(13)

Haria, P., & Midgette, E. (2014). Genre-specific reading comprehension strategy to enhance struggling fifth grade readers' ability to critically analyze argumentative text. *Reading and Writing Quarterly: Overcoming Learning Difficulties*.

Midgette, E. & Haria, P. (in press). Planning and revising written arguments: The effects of two text structure-based interventions on persuasiveness of 8th grade students' essays. *Reading Psychology*.

Meyers, S. & Lester, D. (2011). An evaluation of situated learning. *SAGE Open*, July-September 2013: 1-9. DOI:10.1177/215829-4013497025.

Lebak, K. & Schule L. (in press). Changing Directions: One Teacher's Journey. *Journal of Teacher Action Research.*

Spitzer, L. (forthcoming- 2014, July). Developing cross-cultural awareness: Can one college course make a difference? Journal of Multiculturalism in Education. 9, 1,

Spitzer, L., Cordero-Roman, A. (2013, June). Language Study: A Necessary Part of the Internationalized Curriculum. Multicultural Learning and Teaching. 8, 1, 81–92.

NATIONAL PEER-REVIEWED PRESENTATIONS

Cydis, S., Ross, C. & Scully, M. (2013, November) *The Workshop Model, Technology and Authentic Literature to Remediate Adolescent Readers,* National Conference of the Council of Exceptional Children, Teacher Education Division, Ft. Lauderdale, FL.

Cydis, S. (2013, November) *Using Web-based Technology and Applications to Support At-Risk Students,* National Conference of the Council of Exceptional Children, Teacher Education Division, Ft. Lauderdale, FL.

Cydis, S., Haria, P., Meyers, S. (2013, November) *Coa*ching Collaboratives: Joint Ventures between Professors and Teachers in inclusive, multi-cultural settings*.* National Conference of the Council of Exceptional Children, Teacher Education Division, Ft. Lauderdale, FL.

Haria, P. & Johnson, S. (August 2014). Effect of interdisciplinary collaborative approach on at-risk students' phonological awareness and reading skills. Paper will be presented at the 2014 World Congress on Special Needs Education (WCSNE), Philadelphia, PA.

Haria, P., Koch, A., & Conover, J. (August 2014). *Improving upper elementary students to identify, summarize and analyze argumentative text.* Poster will be presented at the 2014 World Congress on Special Needs Education (WCSNE), Philadelphia, PA.

Haria, P., Blamey, K., Beauchat, K., & Sweetman, H. (July 2014). *Impact of word walk on preschooler' vocabulary knowledge: Years 1 & 2.* Paper presented at the 2014 Division of International Special Education and Services (DISES) of Council of Exceptional Children (CEC), Braga, Portugal.

Haria, P., Blamey, K., Beauchat, K., & Sweetman, H. (April 2014). *The effects of explicit instruction on Head Start students' vocabulary knowledge.* Paper presented at the 2014 American Educational Research Association (AERA), Philadelphia, PA.

Haria, P., Koch, A., & Conover, J. (2014). *Improving upper elementary students to identify, summarize and analyze argumentative text.* Poster presented at the 2014 Council of Exceptional   Children (CEC). Philadelphia, PA.

Haria, P., Blamey, K., Beauchat, K., & Sweetman, H. (April 2014). *Word Walk: A sequential vocabulary routine to enhance diverse preschooler vocabulary knowledge.* One-hour Demonstration Presented at the 2014 Council of Exceptional Children (CEC). Philadelphia, PA.

Lebak, K. (2014, April). Using Video and a Structured Observation Framework to Foster Pre-service Teachers Reflective Capacity. AERA Annual Conference. Philadelphia, Pa.

Lebak, K. (2014, April). Increasing the Quality of Teacher-Student Interactions through participation in video-based professional development structured through CLASS. AERA Annual Conference. Philadelphia, Pa.

Lebak, K. (2014, March). Developing Preservice Teachers' Reflective Capacity to Analyze their

Teaching Practice. NARST Annual Conference. Pittsburg, Pa.

Lebak, K. (2014, January). Developing effective science teaching in in-service teachers: The need for multiple supports. Association of Science Teacher Educators (ASTE) Annual Conference. SanAntonio, TX.

Meyers, S. The Coaching Cooperative: Joint Ventures between Professors and Teachers in Inclusive, Multi-Cultural Settings, Council for Exceptional Children, Teacher Education Division Annual Convention, Fort Lauderdale, Florida, November 7, 2013.

Meyers, S. The Coaching Partnership: Professors and Teachers Collaborating in Inclusive, Multi-cultural Settings, International Association of Special Education Annual Convention, Vancouver, BC, July 2013.

Spitzer, L & Zhou, JY. (2014, May). Path to Global Competence: Small College Takes Big Steps. 2014 NAFSA Conference, San Diego, California.

Spitzer, L. & Karavackas, I. (2013, May). Convergence of Will: Administrative and Faculty Contributions to Comprehensive Internationalization. 2013 NAFSA Conference, Saint Louis, Missouri.

GRANTS

Lebak, K. (October, 2013-Summer, 2015) Stockton College Assessment Literacy Exploration. Principle Investigator. NJDOE funded grant.

Program's Community Engagement for 2013-14:

1. As you may know, Stockton is one of xxx institutions around the country that has been awarded the Carnegie classification for Community Engagement (see link at Stockton Center for Community Engagement website). Please report below any Stockton sponsored community partnership activities in which your program has participated. Please discuss which Stockton and Community groups/individuals collaborated, what the purpose of the collaboration was, and any outcomes achieved this year.

        Please type your answer here.

Partnerships with Somers Point School District and Egg Harbor City and the School of Education have been established through the SCALE Grant. Dr. Kim Lebak, Ms. Patty Weeks, Dr. Meg White, Dr. Priti Haria, Dr. Judy DeStefano, and Ms. Judy Feinberg have provided sustained professional development and intensive instructional coaching for teachers in both districts with the goal of increasing student achievement. The partnerships will continue through the 2014-2015 academic year.

The MSP grant has provided further collaborative opportunities between School of Education and partner school districts including Middle Township, Fairfield, Commercial Township, Deerfield, Woodbine, Wildwood Crest. A team of Math faculty members, Drs. Chia-Lin Wu, Judy Vogel, and Brad Forrest in conjunction with a team of Education faculty members, Drs. Norma Boakes, Kim Lebak, John Quinn, and Ms. Patty Weeks have provided professional development, graduate level coursework and coaching to teachers in the partnering districts. The partnerships will continue for the 2014-2015 and 2015-2016 academic years.

2. Also relevant to the Carnegie classification for Community Engagement are activities done by individuals at Stockton. Such as volunteer work, serving on boards of non-profit agencies, etc. Please report on any such activities you are aware of for individuals in your unit.

        Please type your answer here.

Program Learning Outcomes Assessment Summary for 2013-14:

Objectives	Measure(s)	Result(s)	Interpretation(s)
1. Build and integrate content area knowledge in practice	All students hold valid teaching certificates, GPA greater than 2.75 and have completed MATs or GRE's.	Data collection in progress.	
2. Implement effective pedagogical strategies into practice	Pedagogy Course GPAs Assessment of Teaching Performance by Framework for Teaching Exit Surveys *Pilot: Tripod Survey	All program completers exceeded the program standard of 3.0 On all indicators of effective pedagogical strategies listed on the exit survey, 2014 the majority of program completers (between 93.3% and 100.00%) strongly agreed or agreed that the MAED program increased their teaching effectiveness on those indicators.	Continue to collect data and analyze results to continue to establish reliability.
3. Effectively engage their students in classroom instruction that supports their students' academic achievement	Comparison of teaching performance between pre and post videos submitted by program completers. *Pilot: Tripod	The scoring of 46 pre-post videos using the Danielson Framework are currently in progress. Tripod Survey data will be	Continue to collect data and analyze results to continue to establish reliability.

	Survey	available later this summer.	
4. Apply educational theory and research into their practice	Action Research Paper Scores	All action research papers were scored by two faculty members. Results indicate that the mean scores on all identified indicators exceeded a 3.0. Scores ranged from a 3.15 in Analysis of the Data to a 3.975 on Reporting the Demographic Information of their School Community.	Continue to collect data and analyze results to continue to establish reliability.
5. Demonstrate a commitment to professionalism through caring relationships, reflective teaching practices and involvement in learning communities	Educational Research/Capstone Course Grades Exit Survey Data	The mean GPA of program completers exceeded the 3.0 standard set by the faculty. On all indicators of demonstrating commitment to the profession listed on the exit survey, 2014 the majority of program completers (between 73.4% and 100.00%) strongly agreed or agreed that the MAED program increased their effectiveness on those indicators.	Continue to collect data and analyze results to continue to establish reliability.

[Attach Appendices, if desired]

Director Comments about Learning Outcomes Assessment Table:

Elaborate on results, interpretations and the actions your program has taken or plans to take, based on these assessment results.

 Please type your answer here.

In addition to the assessment data collected and reported each year, this Spring the MAED program piloted the use of Tripod Survey with a small sample of program completers. The Tripod survey captures key dimensions of teaching practice based upon students' perceptions. The results provide valuable insights into the classroom learning conditions. Therefore, the Tripod Survey was administered to students of our program completers to determine if such an assessment could provide data on our program completer's effectiveness as a classroom teacher.

Director Comments about Essential Learning Outcomes Table:

Please describe the progress your Program has made mapping the curriculum to Essential Learning Outcomes. If your Program has completed its curriculum map, please include that with this report..

 Please type your answer here.

We have not yet integrated ELO's at the MAED Graduate course level as of this date. This work will be completed during the 2014-2015 academic year.

Program's Annual Activity Plans for 2014-15:

Describe anticipated initiatives, goals, resource needs, and unique budget items for the year ahead and, if applicable, longer term plans beyond the upcoming year.

 Please type your answer here.

Goal 1: Align the curriculum coursework with the Essential Learning Outcomes.

Goal 2: Pilot the use of portfolios for data collection purposes for endorsement-only MAED students.

The faculty had two MAED retreats in May and June designed to introduce all faculty to the use of portfolios for program wide data collection. During Fall, 2014 we will identify signature assignments to be collected through portfolios. A pilot will be conducted in Spring, 2015.

Goal 3: Develop a mechanism for tracking endorsement-only MAED students.

In conjunction with Dean Keenan, Assistant Deans Vaughan and Glass, and representatives from Computer Services and Institutional Research we will work to develop a mechanism for identifying and tracking endorsement only students as they progress through the program.

Goal 4: Continue to explore possible blended course opportunities for MAED students and potential professional development participants.

This spring four faculty members embarked on a creative approach to teaching a blended graduate level/professional development hours course. We will continue to explore creative means for developing courses that can attract a greater number of students.

[Attach Appendices, if desired (such as SWOT, budget worksheet, agenda)]

Dean's Comments:

Please answer here.

Impressively as this report conveys the MAED program's success in attaining teaching, scholarship and service goals for 2013-14, it vastly understates the magnitude of these successes in the face of radical change in the very landscape in which the program resides. The combination of teacher performance assessment and high stakes standardized testing have catalyzed sweeping changes to our state licensure and to our national accreditation standards, directly impacting the teachers who normally comprise our enrollments in this program. In the face of these changes, that the program has not only succeeded in increasing enrollments and graduation/completions, but has also implemented *student*-centered quality improvements is nothing short of outstanding.

First, the experimentation with accelerated and hybrid delivery has been very well-received. At the same time, Director Lebak is sensitive to the expressed preferences of many students who continue to opt for traditional delivery. The flexibility and willingness of the entire program faculty to adjust to a wide variety of student expressed needs is commendable. The support Dr. Lebak has arranged to foster and encourage these efforts is exemplary. Second, the foray into co-convening or blended populations of credit and non-credit-seeking students is both innovative and student-centered. Compliments to the entire MAED program for excellent work in this regard.

The assessment summary contained in this report is also a perfect model for how the College continues to document for regional accreditors the summary work that is presented in far finer-grained details to our specialized/national accreditors. The MAED program also continues to lead the way in piloting new assessment instruments like CLASS and TRIPOD that have the potential to strengthen evidence of our CAEP accreditation standard 5 on continuous quality improvement.

Finally, kudos to the program for "skilling up" all faculty members in anticipation of online portfolio tools. These too will be instrumental not only in providing evidence for accreditation, but also for our students' ability to showcase and re-use their work in their own current and future classrooms or school buildings. The goal to consider ELOs in the upcoming year is all the more laudable.

Process for completing the Template:

1. Institutional Research completes the data charts by May 1; sends to Deans
2. Grants Office assists in providing Sedona appendices
3. Deans forward the data laden template to Program Coordinators
4. Program Coordinators add their reflections and any appendices by June 30
5. Program Coordinators send report to appropriate Deans.
6. Deans send copies to Provost's Office and IR for aggregate reporting

*Please contact Gail Tracy in Institutional Research & Planning with questions regarding the template.
Email: gail.tracy@stockton.edu
Phone: x3459

Completion Date: 5/1/14 GBT