

M.A. in Educational Leadership - 2011/12 Director's Report

Goals from Academic Year 2011-12

The following goals were set last year for the MAEL Program. It should be noted that the Program Director's duties and responsibilities ended June 1, 2012 prior to completion of this report. This analysis is being provided with limited information from the Program Director during the 2011-12 time period.

Goal 1—Grow program enrollment

We will continue efforts to recruit educators into the program from schools in Atlantic, Cumberland, and other neighboring counties. We will continue to reach out through email and other electronic means. We will also specifically continue to communicate with the teachers who indicated interest in our programs in the Zoomerang surveys, as well as with our own MAED and MAIT completers who may wish to earn principal certification. As part of these efforts to grow the program, we are developing a new brochure and improving resources available through our web pages.

Result: There was minimal success in reaching program enrollment goals during 2011-12. Given the change in program leadership, it will be necessary to “rethink” our marketing strategy and develop new venues for attracting students. This process has already begun as a result of a March 2012 MAEL Program Faculty meeting that changed curricular options allowing students with Master's Degrees to abbreviate the coursework necessary to complete the degree and obtain NJ state endorsements. Revised versions of these documents were again reviewed at the July 3, 2012 MAEL Retreat and modifications (internship credits and those only seeking principal certification) were made as reflected in the Appendix. Marketing of these options to other Master level Education programs is underway (pages 4-5 provide details of Fall 2011 marketing and a new Marketing Plan for 2012 – 14 can be found in the Appendix.

Goal 2—Develop the program assessment system

We will collect data and develop rubrics that assess student learning outcomes in valid and reliable ways in order to test the efficacy our program claims and improve the program.

Result: With the exception of four graduating students (Summer 2012) passing the State of NJ Licensing Exam for School Leaders, this goal was not completely realized. Efforts to review assessment of overall program and courses will be underway in 2012-13.

Goal 3—Explore modifications to program policies to increase accessibility and interest

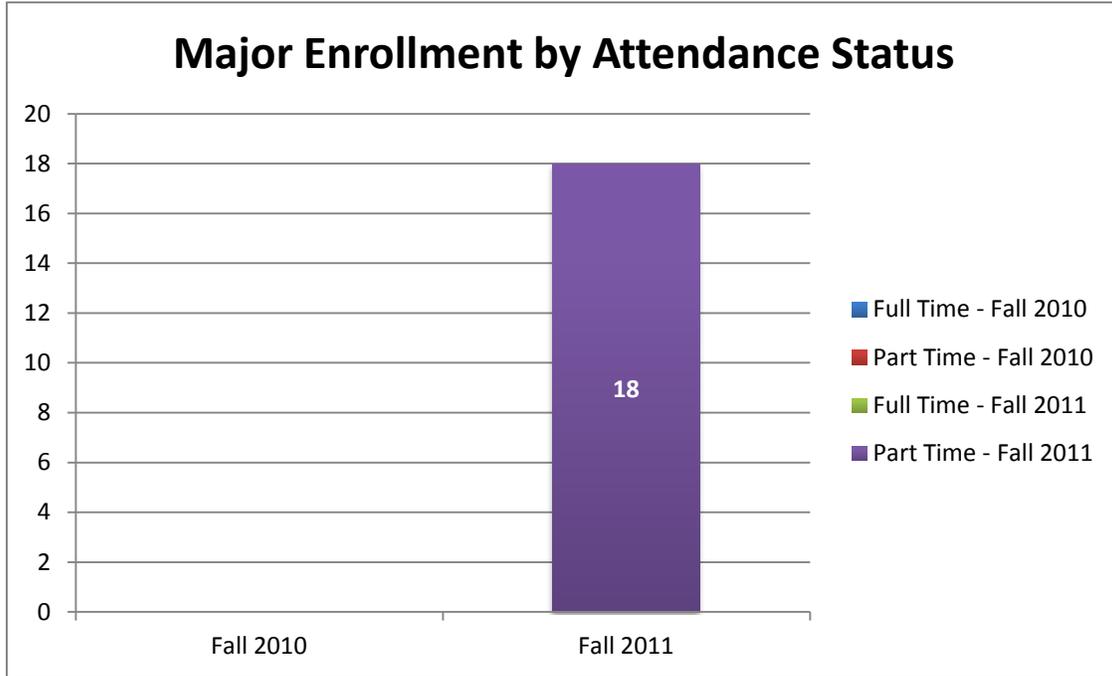
We want to consider offering a principal certification only option for teachers already holding master's degrees and do not wish to complete the complete the full MAEL curriculum worksheet. This option would allow us to reach a wider range of teachers in the field.

Result: This goal was achieved, as noted in the first goal above. We now have various options for students desiring the Master's Degree with endorsements and those possessing Master's Degrees and only wanting endorsements.

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Fall Graduate Enrollment

Chart 1



Major Program	Fall 2010			Fall 2011		
	Part Time	Full Time		Part Time	Full Time	
	0	0		18	0	
Graduate School	Part Time	Full Time	Non-Matric	Part Time	Full Time	Non-Matric
	510	194	113	481	237	156

Note: Graduate School Total includes Post-Baccalaureate Certificate Enrollments & Fall 2011 includes 1 PT UG Senior & 5 UG Non-Matric Students Seeking the Health Professional Certificate

SOURCE: SURE Enrollment Files Fall 2010 & Fall 2011

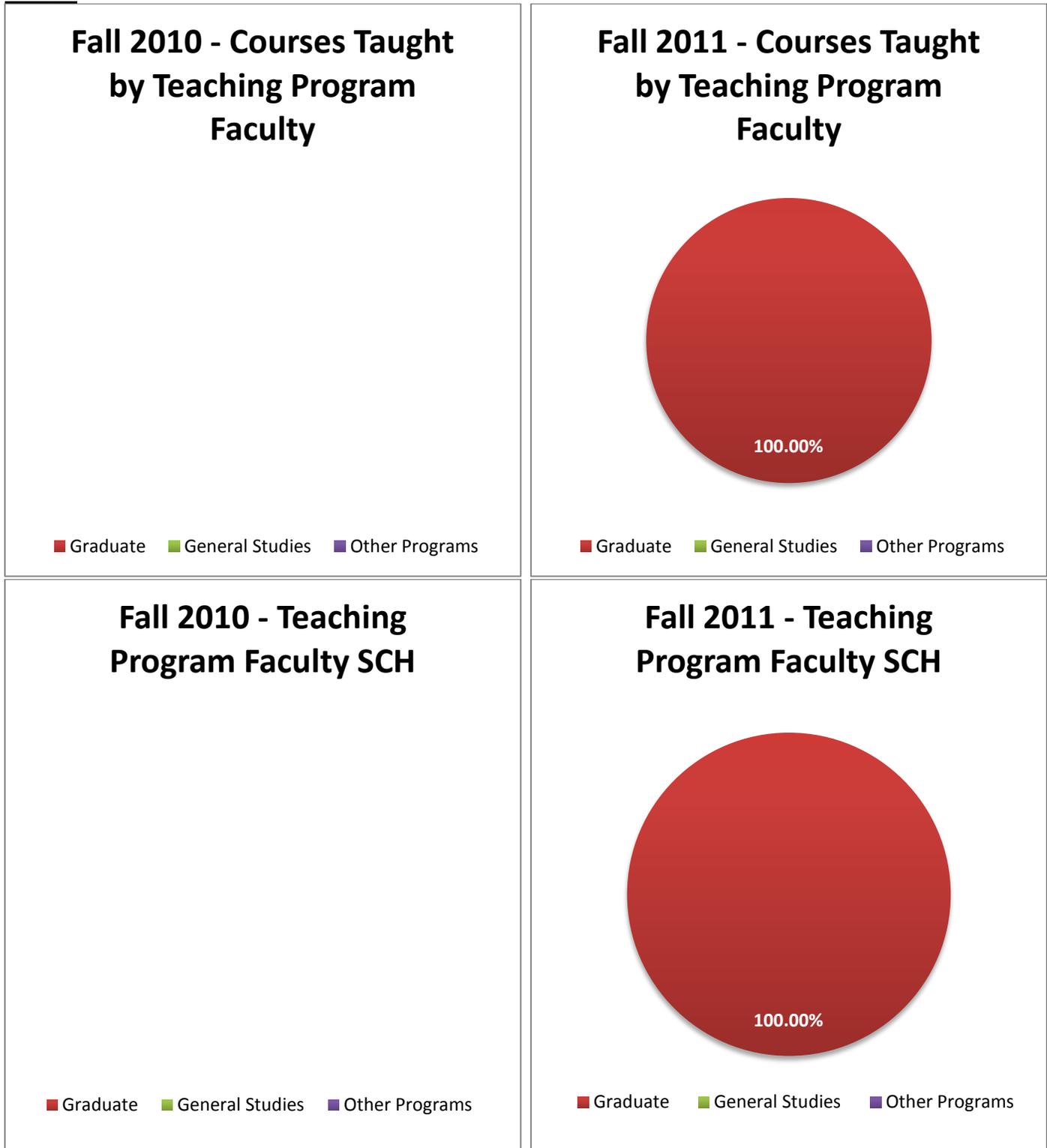
Summary of Program Courses Taught

Total Course Enrollments	FA 2010			SP 2011			FA 2011			SP 2012		
	Students	Reg	Adj									
EDUC 5430				9	1		8	1				
EDUC 5431				10		1	6		1			
EDUC 5432										20		1
EDUC 6120				10		1	15	1				
EDUC 6130							9	1		10	1	
EDUC 6935							4		1			
EDUC 6936										4		1
INTC 5250										10		1
INTC 5330				15		1						

SOURCE: SURE Enrollment Files Fall 2010 & Fall 2011; List of Applicable Courses Provided by Dr. Marchetti

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Chart 2



NOTE: Cross-listing of courses was not taken into consideration

SOURCE: Faculty Workload Raw Data Reports Fall 2010, Spring 2011, Fall 2011, & Spring 2012; List of Applicable Courses Provided by Dr. Marchetti

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Summary of Degrees Granted

Chart 3 – no degrees have yet been granted during the 2011-12 reporting period. The first four candidates will complete all requirements in Summer 2012.

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

There were twelve new students admitted to MAEL during 2011-12 (eight in Fall 2011 and four in Spring 2012) In March 2012, changes to the curricular structure were made for the upcoming year which should facilitate additional enrollments in the MAEL Program. As of this report, there are no new applicants seeking admission for Fall 2012. Part of the reason for this is the ongoing economic situation impacting the public school arena, particularly related to state certifications, employee tuition reimbursement, and technology. Strong competition with alternate route (NJ Excel) and on-line graduate programs in educational leadership continues to challenge our marketing efforts.

Our efforts to begin off-campus programs in Cumberland County this past year were unsuccessful. A course being offered there in Summer 2012 will hopefully prove helpful in attracting new students. Also, a change in allowing non-matriculated students to enroll for limited coursework (with the approval of the Program Director) should help interested students get a “feel” for the program with hopes of matriculating, if not for the full degree program, then for certification under the new options for those who already hold a masters degree. Also, opening some MAEL courses to non-matriculated students was approved at the July MAEL Retreat. A review and evaluation of our current program structure is underway and additional efforts to address increased enrollment numbers are detailed in the admissions/marketing plan for 2012-14 which can be found in the appendix.

One effort underway is discussion of an inter-disciplinary doctoral level program that involves several Schools at Stockton. Discussion with Education faculty, Business faculty, Health Sciences faculty, and Graduate Studies staff are underway. In addition, MAEL Program faculty will be exploring a more generic curricular track that does not include certification through NJDOE. Courses related to general educational leadership including non-profit organizations and higher education/student personnel will be considered.

The following summarizes marketing and admissions efforts for Fall and Spring terms:

MAEL Recruiting Initiatives—Fall 2011

Eight new students admitted in Fall 2011

Cumberland County College

- College Night—October 18—6:00-8:00
- Info Sessions—October 24—4:30-6:30 & November 14—6:00-8:00

Cedar Creek

- Recruiting with MAED—November 7—Faculty meeting

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Hammonton

- Recruiting event with MAED and MAIT—November 16—3:00-6:00

MAED/MAEL Email Recruiting Campaign

- Multiple emails in November and December to all Administrators and Teachers
- All Schools in Atlantic and Cape May Counties

MAEL Email Campaign—MAED and MAIT students

- Provided current Stockton graduate students with information on how to bridge into Supervisor and Principal Certification coursework

Newly Accepted MAEL Students—Spring 2012

Four new students accepted into the MAEL program with one incomplete application pending.

Goals for Spring 2012

Continue recruiting efforts in Atlantic, Cape May, and Cumberland Counties

*Despite marketing efforts in these areas, only four students registered as MAEL students.

Continue recruiting efforts among Stockton MAED and MAIT graduate students

*Faculty in MAED and MAIT advertised in their respective programs the options available through MAEL. Several students registered for endorsement coursework through MAEL.

Develop more accessible pathways for bridging into earning principal certification from MAED and MAIT degree programs

*The use of 'equivalency' courses has assisted in enrollment numbers for MAEL courses.

Develop greater awareness and recognition of the MAEL program at Stockton within the South Jersey educational community

*With the opening of Hammonton and Ocean County locations, additional efforts to recruit in these areas should be planned. Continued attendance at Superintendent Roundtables kept us in the public arena for school and county level decisionmakers.

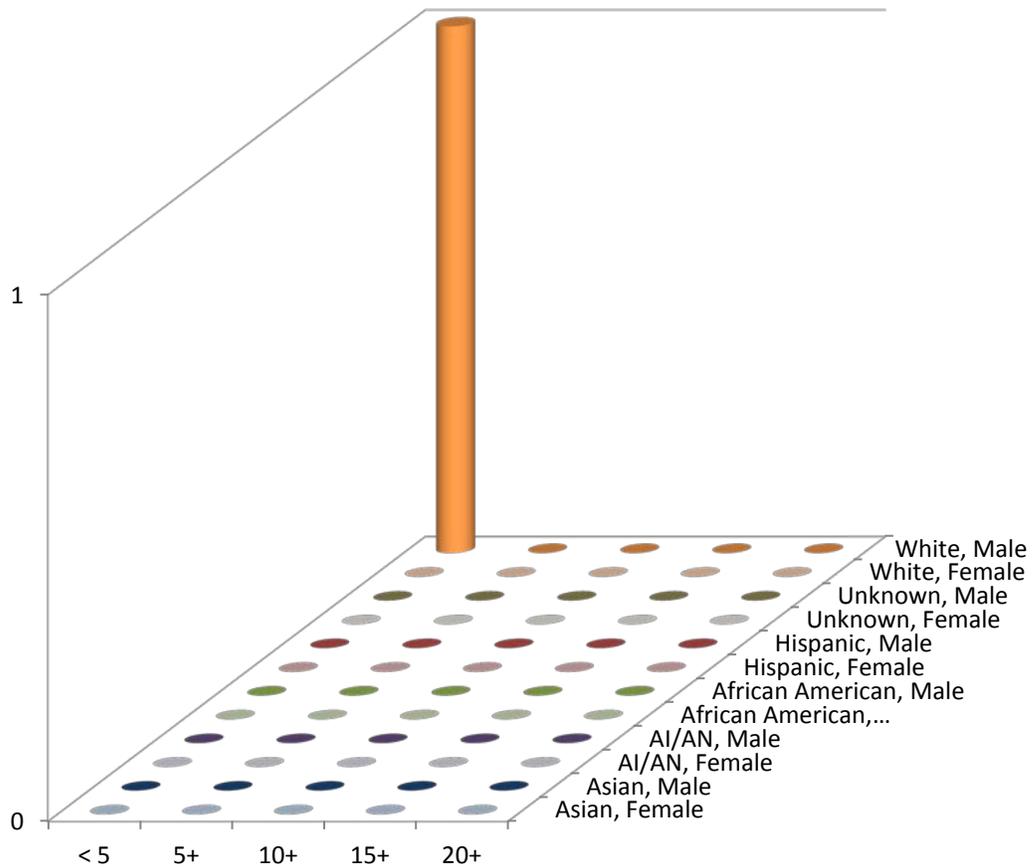
A review of these goal for the past year and consideration of new curricular tracks for MAEL for the upcoming 2013-14 academic year will be discussed at Fall 2012 program meetings. Additional efforts to improve enrollments and open the program up to more constituencies need to be a priority during the coming year.

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Faculty Complement - AY 2011 Teaching Faculty

Chart 4

Regular Teaching Program Faculty - Longevity vs. Gender & Race/Ethnicity

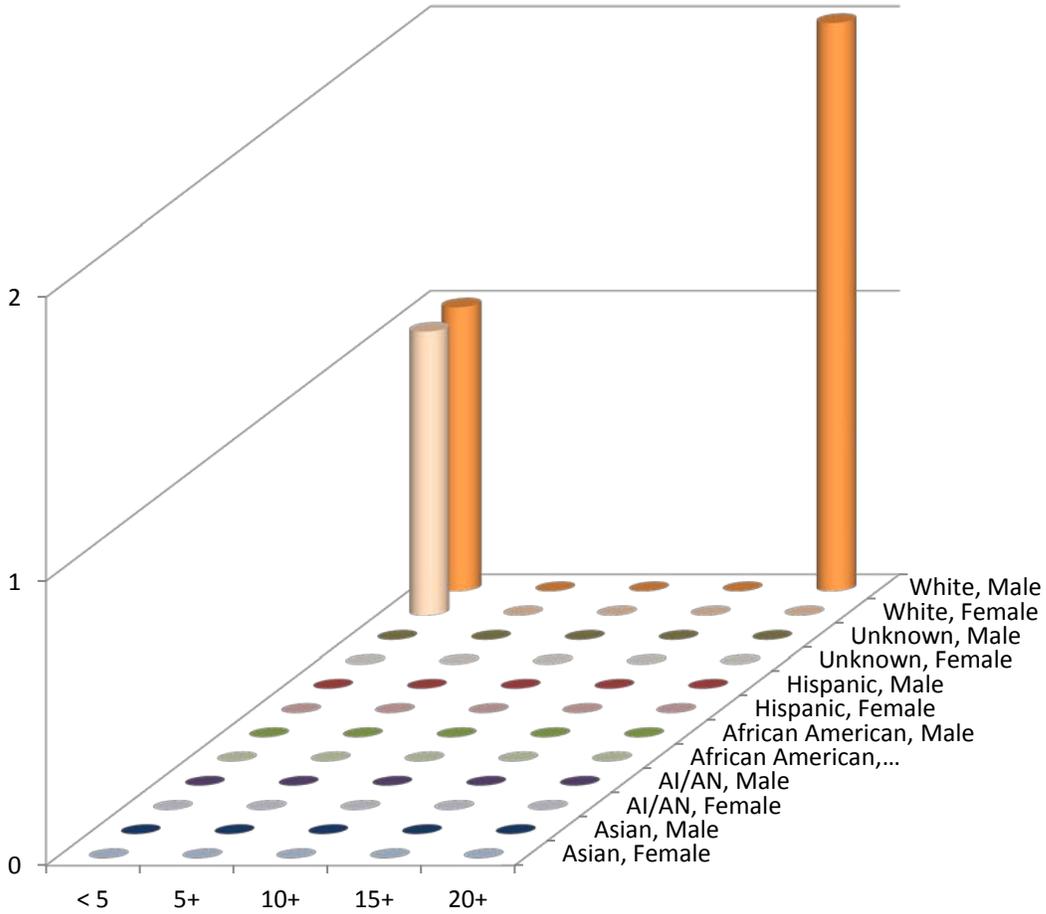


Ethnicity	Gender	
	Female	Male
Asian	0	0
AI/AN	0	0
African American	0	0
Hispanic	0	0
Unknown	0	0
White	0	1
Total	0	1

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

Chart 5

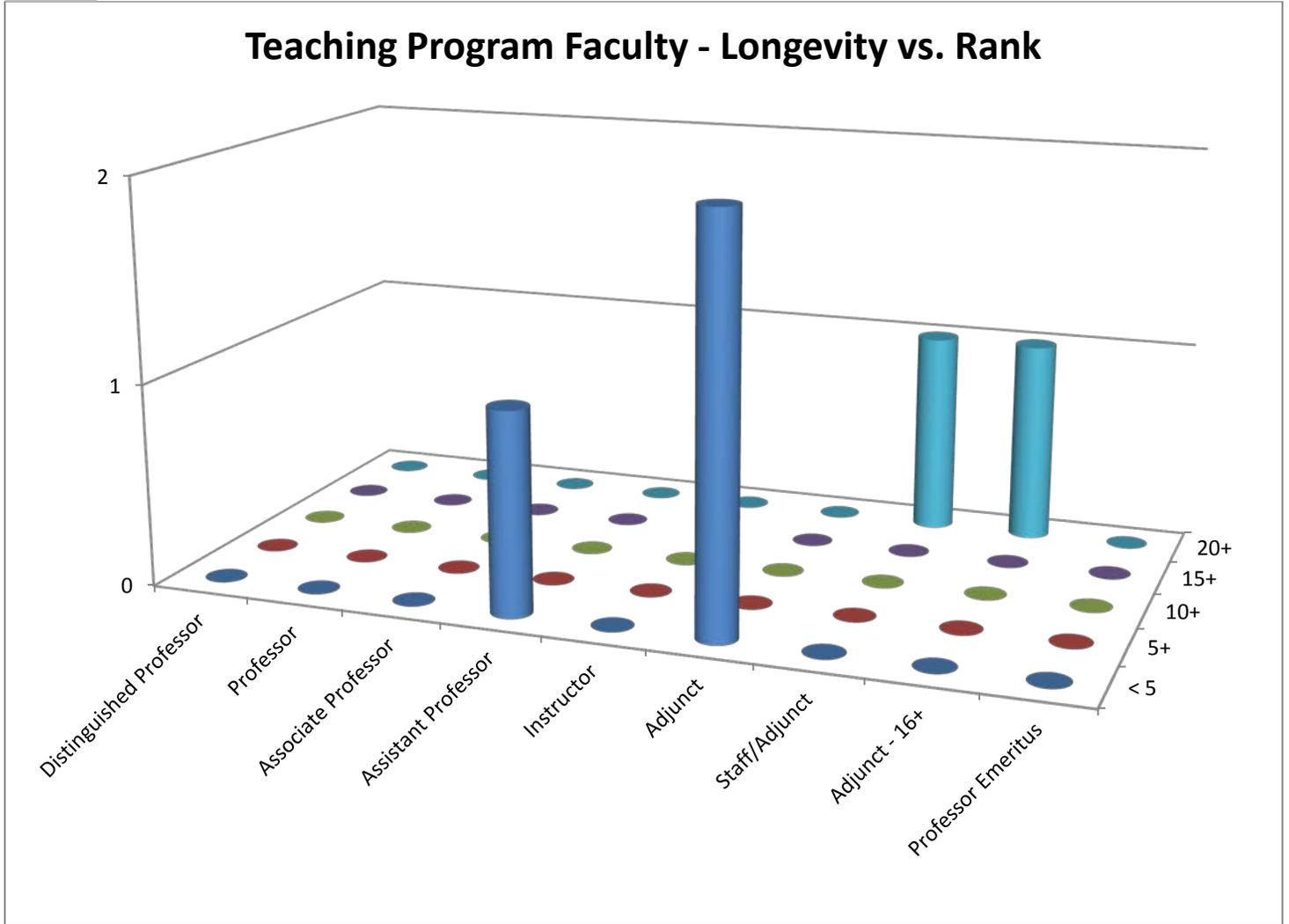
Adjunct Teaching Program Faculty - Longevity vs. Gender & Race/Ethnicity



Ethnicity	Gender	
	Female	Male
Asian	0	0
AI/AN	0	0
African American	0	0
Hispanic	0	0
Unknown	0	0
White	1	3
Total	1	3

Longevity	
< 5	2
5+	0
10+	0
15+	0
20+	2
Total	4

Chart 6



Rank	
Distinguished Professor	0
Professor	0
Associate Professor	0
Assistant Professor	1
Instructor	0
Adjunct	2
Staff/Adjunct	1
Adjunct - 16+	1
Professor Emeritus	0
Total	5

Longevity	
< 5	3
5+	0
10+	0
15+	0
20+	2
Total	5

SOURCE: IR Faculty Access Database; SURE Enrollment Files Fall 2010 & Fall 2011; List of Applicable Courses Provided by Dr. Marchetti

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Director Comments about Faculty Complement and Faculty Activity:

Dr. Sharp began teaching full time for the College in spring 2011 and continued to offer School Leadership and Decision Making in both Fall 2011 and Spring 2012 terms. He also assisted with marketing and recruitment efforts for the program by conducting information sessions and attending Open Houses. Amy Houck, a lawyer with expertise in educational law matters, taught School Law as an adjunct faculty member again this year. Additionally, Charles Muller taught our School Finance course as an adjunct faculty member for the first time in Spring 2012. Doug Groff taught Internship I as an adjunct faculty member for the first time during Spring 2012. We have a pool of qualified adjuncts ready to teach courses as numbers warrant offering more sections.

Discussions at the MAEL Retreat on July 3, 2012 identified faculty diversity and recruitment as an area that needs to be addressed. Efforts to attract diverse faculty adjuncts to teach courses need to be more evident.

A copy of full time faculty professional and service related activities is included, along with a listing of professional activities of the "then" Interim Dean who now serves as a full-time faculty member in the program.

Program Learning Outcomes Assessment Summary for 2011-12:

Courses listed do not include "equivalency" courses for MAEL program.

Objectives <i>(MAEL Program TEAC Claims)</i>	Measure(s)	Result(s)	Interpretation(s)	Action(s)
1. Our program completers are qualified to serve as educational leaders	Application Materials	All 12 admitted students met matriculation requirements.	Admission requirements are reasonable and ensure that claims may be met.	Continue to utilize current admission requirements and assess the need to set more restrictive guidelines based on other learning outcomes
	Course Grades	EDUC 5430 had 8 completers with a class GPA of 4.0 EDUC 5431 had 6 completers with a class GPA of	We accept these data as indications that our students are demonstrating their qualifications to serve as educational leaders. Candidates are	Continue monitoring student grades and determine signature assignments or work samples to collect to monitor program effectiveness.

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		<p>4.0</p> <p>EDUC 5432 had 20 completers with a class GPA of 4.0</p> <p>INTC 5250 had 9 completers with a class GPA of 3.85</p> <p>EDUC 6120 had 15 completers with a class GPA of 3.96</p> <p>EDUC 6130 had 19 completers with a class GPA of 4.0</p> <p>EDUC 6935 had 4 completers with a class GPA of 4.0</p> <p>EDUC 6936 had 4 completers with a class GPA of 3.92</p>	<p>capable of achieving success in MAEL courses by meeting requirements stated in syllabi.</p>	
	<p>Internship Evaluations</p>	<p>Individual meetings were held with each of the four students who completed internships during 2011-12. The Dean, Assistant</p>	<p>Feedback received was most positive. Flexibility of the program, quality of instruction by full time faculty, and overall course content were cited as being positive.</p>	<p>Conduct formal assessment of graduating students and review policies and practices related to course sequencing, equivalencies, and adjunct</p>

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		Dean, and Program Director spent time with each completer to assess the value of the internship experience and overall program to date.	Concerns regarding adjunct teaching and scope and volume of materials covered were identified as areas that could be improved.	faculty. Also, examine the connectivity between the Action Research course and the internships.
	Licensure Exam	Of the four students taking licensure exams, all four passed.	Curricular offerings and coursework are appropriate for assisting students in passing licensure exams by the State of NJ.	Continue monitoring coursework and performance of students who will be attempting licensing certification.
2. Our program completers are competent in decision making as educational leaders	Course Grades	<p>EDUC 5430 had 8 completers with a class GPA of 4.0</p> <p>EDUC 5431 had 6 completers with a class GPA of 4.0</p> <p>EDUC 5432 had 20 completers with a class GPA of 4.0</p> <p>INTC 5250 had 9 completers with a class GPA of 3.85</p> <p>EDUC 6120 had 15 completers with a class GPA of</p>	We accept these data as indications that our students are demonstrating their qualifications to serve as educational leaders. Candidates are capable of achieving success in MAEL courses by meeting requirements stated in syllabi.	Continue monitoring student grades and determine signature assignments or work samples to collect to monitor program effectiveness.

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		<p>3.96</p> <p>EDUC 6130 had 9 completers with a class GPA of 4.0</p> <p>EDUC 6935 had 4 completers with a class GPA of 4.0</p> <p>EDUC 6936 had 4 completers with a class GPA of 3.92</p>		
	Internship Journals	Review of journal entries by Internship Instructor reveals key concepts and learning outcomes were achieved.	Efforts to continue use of student journals to track activity of internship students is effective. Students report positive experience with tracking their various learning activities using the journal.	Continue to refine use of the journals to possibly include on-line journals with integration of Blackboard.
	Internship Evaluations	Individual meetings were held with each of the four students who completed internships during 2011-12. The Dean, Assistant Dean, and Program	Feedback received was most positive. Flexibility of the program, quality of instruction by full time faculty, and overall course content were cited as being positive. Concerns regarding adjunct	Conduct formal assessment of graduating students and review policies and practices related to course sequencing, equivalencies, and adjunct faculty. Also, examine the

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		Director spent time with each completer to assess the value of the internship experience and overall program to date.	teaching and scope and volume of materials covered were identified as areas that could be improved.	connectivity between the Action Research course and the internships.
	Action Research Project	Four MAEL students completed an Educational Research 'equivalency' course with a group GPA of 4.0	In individual meetings, feedback was shared regarding the Action Research course and it's alignment with the internship experience. Students felt additional instruction and supervision of data interpretation stages could be helpful.	Conduct formal assessment of graduating students and review policies and practices related to course sequencing, equivalencies, and adjunct faculty. Also, examine the connectivity between the Action Research course and the internships.
	Licensure Exam	Of the four students taking licensure exams, all four passed.	Curricular offerings and coursework are appropriate for assisting students in passing licensure exams by the State of NJ.	Continue monitoring coursework and performance of students who will be attempting licensing certification.
3. Our program completers are caring educational leaders	Internship Journals	Review of journal entries by Internship Instructor reveals key concepts and learning outcomes were achieved.	Efforts to continue use of student journals to track activity of internship students is effective. Students report positive experience with tracking their various learning	Continue to refine use of the journals to possibly include on-line journals with integration of Blackboard.

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			activities using the journal.	
Internship Evaluations	Individual meetings were held with each of the four students who completed internships during 2011-12. The Dean, Assistant Dean, and Program Director spent time with each completer to assess the value of the internship experience and overall program to date.	Feedback received was most positive. Flexibility of the program, quality of instruction by full time faculty, and overall course content were cited as being positive. Concerns regarding adjunct teaching and scope and volume of materials covered were identified as areas that could be improved.	Conduct formal assessment of graduating students and review policies and practices related to course sequencing, equivalencies, and adjunct faculty. Also, examine the connectivity between the Action Research course and the internships.	
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Licensure Exam	Of the four students taking licensure exams, all four passed.	Curricular offerings and coursework are appropriate for assisting students in passing licensure exams	Continue monitoring coursework and performance of students who will be attempting licensing	

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			by the State of NJ.	certification.
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Director Comments about Learning Outcomes Assessment Table:

The four students who successfully passed the State of NJ Licensing Exam for School Leaders suggests course materials covered are aligned with what students need to know to become effective school leaders. Assessment related to the use of adjuncts for certain non-internship courses should be undertaken. Also, linkages between the Action Research course and Internships 2 and 3 should be reviewed for supervisory assistance and follow-through. Plans to administer a survey for program completers in Summer 2012 will assist with overall program assessment efforts.

Program's Annual Activity Plans for 2012-13:

1. Develop a comprehensive marketing and enrollment plan to increase new admits to the program. Resources for brochures, advertisements, and "giveaways" will be necessary. Funds allocated through Graduate and Continuing Studies, along with the SOE, will need to be identified. A copy of the proposed marketing plan developed at the July 3rd Retreat can be found in the Appendix.
2. Develop and implement Entering Student and Graduating Student surveys through Zoomerang. A draft graduating student survey was reviewed at the MAEL Retreat in July 2012.
3. Review curricular sequencing of courses and establish student database of course completion and outcomes data.
4. Continue discussions regarding long term plans of the program possible to include development of an interdisciplinary doctoral level program.

Continue with development and discussion of short, mid and long range goals of the program and other issues as identified and discussed at February 2012 Program meeting as noted below:

- Updates of enrollments and course offerings

Total of 25 students matriculated into the MAEL program over three matriculation cycles since inception. Of those 13 came in during or following earning supervisor at Stockton, 2 moved programs after finishing SPED cert coursework, and 10 came into Stockton as new grad students. At least 2 of the 10 already held master's degrees from other institutions.

- Looking at the competition

Materials from NJ EXCEL program were reviewed regarding their multiple entry points for earning principal certification, as well as their pricing structures. It was noted that Kean and other NJ institutions offer similar entry points.

- Proposed program faculty goals

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Short Term	
<p>Focus on marketing our current singular product at Stockton—the principal endorsement</p>	<p>Develop plans for multiple entry points with options that culminate in principal certification only</p> <p style="text-align: center;"><i>The faculty is generally in favor of offering more attractive paths for students already holding a master's degree or master's degree and supervisor endorsement. Faculty members were asked to review the proposed plans (att) and offer other alternatives or accept them as proposed.</i></p> <p>Gain state approval for modifications to the approved program for endorsements (underway)</p> <p style="text-align: center;"><i>This will be handled judiciously after faculty decision making process and after the TEDU program modifications have been approved by the licensure office.</i></p>
<p>Increase enrollments in coursework for the principal endorsement</p>	<p>Ease accessibility to current MAIT and MAED students and program completers</p> <p style="text-align: center;"><i>The faculty is generally in favor of offering more attractive paths for students already holding a master's degree or master's degree and supervisor endorsement. Faculty members were asked to review the proposed plans (att) and offer other alternatives or accept them as proposed.</i></p> <p>Target recruitment of teachers already holding master's degrees</p> <p style="text-align: center;"><i>Norma and others noted that many current and past MAED and MAIT students have shown interest in earning principal certification but have been discouraged by the number of credits that currently appear to be required.</i></p>

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	<p><i>Communication with these students will be crucial once alternative entry points and requirements for principal certification have been determined.</i></p> <p>Consider designating some courses as "open" to educators not matriculated in MAEL</p> <p><i>The faculty agreed to allow the MAEL courses: EDUC 5130, EDUC 5131, and EDUC 5132 to be considered open to matriculated MAED and MAIT students, as well as non-matriculated students following the same basic guidelines currently applied in the MAED program.</i></p>
<p>Medium Term</p>	
<p>Earn TEAC New Program accreditation for MAEL</p>	<p>Develop Inquiry Brief Proposal for submission in Fall 2012</p> <p><i>Discussion of the upcoming TEAC visit for TEDU and MAED, slated for fall 2013, led faculty to concur that it makes sense to bundle an initial visit for MAEL into the same on site visit at that time. Work on an MAEL IBP will continue, with plans to submit a document for formative assessment by spring 2013. Assessment data on summer 2013 completers can then be added into the IBP in preparation for the site visit in fall 2013.</i></p>
<p>Continue recruiting new MAEL candidates from area schools</p>	<p>Use contacts, email database, and other outreach to spread awareness of Stockton's MAEL program</p> <p><i>As modifications are approved and made, notification will be disseminated and recruiting materials will be updated.</i></p>
<p>Long Term</p>	

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<p>Develop an MAEL degree track that is not focused on K-12 principalship</p>	<p>Consider the needs of members of the community and other education related organizations requiring leadership training for development and advancement</p> <p style="text-align: center;"><i>Possible areas of need were discussed, including higher education and nonprofit educational organizations; however, the market for an alternative track to an MAEL degree might be dependent upon the creation of a doctoral degree so students could follow their educational goals to a logical conclusion here at Stockton.</i></p> <p>Build upon existing courses to also meet these alternative needs in addition to principalship</p> <p style="text-align: center;"><i>No direct discussion during meeting.</i></p>
<p>Create an interdisciplinary doctoral program that supports the development of organizational innovators and leaders</p>	<p>Work with the faculties of graduate programs in all academic schools and the Dean of Graduate Studies to envision, develop, and propose a new doctoral program to be administered within the SOE</p> <p style="text-align: center;"><i>Claudine volunteered to raise the possibility with the council of deans for initial feedback. Ron, Joe, Kim, and Deb all expressed interests in consulting with other faculty members across campus and possibly establishing a taskforce to begin solidifying plans, proposals, etc. Faculty agreed that this is an appropriate 2-5 year goal for us to consider—and help lead.</i></p>

- Reaching consensus on goals and plans—now or how? Plans for future.

The proposed curricular options for earning certification only are expected to be critiqued and finalized as soon as possible. Then information will be gathered and preparations will be made for making necessary declarations with the NJDOE. George stated that the program is lacking

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content on organizational culture. The faculty should consider ways to either incorporate this content into existing courses or create a new course, either in addition to or instead of one of the existing courses. This discussion should be taken up on a future agenda.

A broader discussion with the deans and other faculty members will be needed to consider the possibilities for offering the MAEL as a second master's degree to students already holding an MAED or MAIT degree. What would be the minimum number of credits earned above the first masters? How many graduate courses from MAED or MAIT could be allowed to double count toward the second masters in Educational Leadership? These and other related questions require study and discussion.

Questions regarding matriculation status, declared program/major, and eligibility for financial aid and/or graduate assistantships were raised. These questions demand further study and discussion among faculty and administrators.

Dean of Education Comments:

The MAEL program faces significant challenges from competitors, and has begun with requirements for a full degree that discouraged potential certification students from enrolling in the courses required for the principalship.

This report contains evidence of progress in removing those barriers, allowing prospective students to pursue one of two possible paths to certification only – for those who hold a masters degree already and for those who hold both, a masters degree and a supervisor's certificate.

Importantly, the program faculty have also removed an overly prohibitive barrier to single course enrollments, allowing for non-matriculated "sampling" of courses as an easy "on-ramp" to the program. In response to program faculty concerns about ensuring that students who earn up to nine credits in this manner have no expectations of admission or certification, I recommend that the director collaborate with the Graduate Dean to devise a disclaimer form that accompanies the non-matriculated application, so that students who sign off acknowledge they are neither admitted nor guaranteed any eligibility for certification via Stockton.

Long Term Goals included in this report also focus on developing a track that is not aimed exclusively at the K-12 educator aspiring to a principalship. These goals should be developed in close collaboration with the Dean of Graduate Studies and an ad hoc planning group of faculty and administrators interested in developing an interdisciplinary leadership program, since the two initiatives can come together as a "clearinghouse" from which new programs emerge and into which post-successful programs can fold.

Dean of Graduate Studies' Comments:

This program began in Spring 2011, after missing an opportunity to open in Fall 2010 due to low enrollment. The issue of enrollment still haunts the program, as noted in the Dean of Education comments, and some progress has been made to revise the program to meet market needs. Additional pathways to certification have been developed and, in general, internal barriers to enrollments have been reduced. I anticipate another year of lean enrollment in parallel to changes being made to our marketing and recruitment plan (and the curricular offerings and policies). I

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applaud and directly support the long-term thinking that is taking place about a possible multifaceted leadership program that might supplement or supplant the current program. We will be supporting an enhanced marketing plan for the program which includes leveraging our satellite sites in Hammonton and Manahawkin

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**Master of Arts in Educational Leadership (MAEL) Curriculum
Worksheet Supervisor and Principal Endorsements**

ACADEMIC YEAR 2011-2012

Name _____ Z# _____

Preceptor: _____ Date of Matriculation _____

Course Number	Course Title	Credits	Semester Completed
Content (15 Credits)			
EDUC 5430	School Leadership and Decision Making	3	
EDUC 5431	School Law	3	
EDUC 5432	School Finances and Resources	3	
EDUC 6120	Principles of Supervision and Evaluation of Instruction	3	
EDUC 6130	Public School Administration and the Community	3	
Pedagogy (12 Credits)			
INTC 5330	Integrating Technology into the Classroom <i>OR</i>	3	
INTC 5250	Leadership in Instructional Technology		
EDUC 6131	Curriculum Theory and Practice	3	
EDUC 6132	Curriculum Development, Writing and Implementation	3	
EDUC 6133	Leading Instructional and Program Assessment in Schools	3	
Research for School Leaders (9 Credits)			
EDUC 6134	Research for Education Leaders	3	
EDUC 6935	Internship for School Leaders I	2	
EDUC 6936	Internship for School Leaders II	2	
EDUC 6937	Internship for School Leaders III	2	
TOTAL CREDITS		36	

Preceptor/ Program Director Approval: _____ Date: _____

Certification Officer Approval: _____ Date: _____

Completion Date: 5/15/12 JM

School of Education Approval: **REVISED (Director Request): 6/14/2012 JM – 7/05/12 CK – 7/23/12 LL**

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Master of Arts in Educational Leadership Degree Curriculum Worksheet (7-3-12) (36 credits required--Includes Supervisor and Principal Endorsements)

Academic Year 2012-13

Name: _____ **Z No.** _____

Preceptor: _____ **Date of Matriculation:** _____

Leadership (15 credits)				
		Credits	Sem	Grade
EDUC 5430	School Leadership and Decision Making	3		
EDUC 5431	School Law	3		
EDUC 5432	School Finance and Resources	3		
EDUC 6120	Principles of Supervision and Evaluation of Instruction	3		
EDUC 6130	Public School Administration and the Community	3		
Supervision(12 credits)				
INTC 5330	Integrating Technology into the Classroom OR	3		
INTC 5250	Leadership in Instructional Technology			
EDUC 6110	Curriculum Development and Evaluation OR	3		
EDUC 6131	Curriculum Theory and Practice			
EDUC 5415	Curriculum Development and Analysis OR	3		
EDUC 6132	Curriculum Writing and Implementation			
EDUC 5337	Curriculum Based Assessment OR	3		
EDUC 5420	Assessment and Implications for Instruction OR			
EDUC 6133	Instruction and Program Assessment			
Research for Education Leaders (9 credits total) (*6 credits of Internship required during 300 hours of service over 3 semesters)				
EDUC 6134	Research for Education Leaders	3		
EDUC 6935	Internship I (100 hours)	2		
EDUC 6936	Internship II (100 hours)	2		
EDUC 6937	Internship III- Capstone (100 hours)	2		

*EDUC 6935 Internship I is co-requisite for students taking EDUC 6134 Research for Education Leaders. Interns complete the internship over three semesters at a rate of 50 clock hours of service per academic credit. NJDOE Licensure requires 300 hours of internship which equates to a total of 6 graduate credits distributed among the three semesters of internship at Stockton.

Program completers must file separate applications for the Supervisor and Principal endorsements.

Applicants for the Principal endorsement must pass the School Leaders Licensure Assessment (6011).

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Supervisor and Principal Endorsements for Qualified Masters Degree Holders (7-3-12) (30 credits required) Academic Year 2012-13

Name: _____ Z No. _____

Preceptor: _____ Date of Matriculation: _____

Leadership (12 credits)				
		Credits	Sem	Grade
EDUC 5430	School Leadership and Decision Making	3		
EDUC 5431	School Law	3		
EDUC 5432	School Finance and Resources	3		
EDUC 6120	Principles of Supervision and Evaluation of Instruction	3		
Supervision (9 credits)				
EDUC 6110	Curriculum Development and Evaluation OR	3		
EDUC 6131	Curriculum Theory and Practice			
EDUC 5415	Curriculum Development and Analysis OR	3		
EDUC 6132	Curriculum Writing and Implementation			
EDUC 5337	Curriculum Based Assessment OR	3		
EDUC 5420	Assessment and Implications for Instruction OR			
EDUC 6133	Instruction and Program Assessment			
Internship (*6 credits required during 300 hours of service over 3 semesters)				
EDUC 6935	Internship I (100 hours)	2		
EDUC 6936	Internship II (100 hours)	2		
EDUC 6937	Internship III- Capstone (100 hours)	2		
Elective (3 credits) Choose One				
EDUC 5321	Educational and Community Resources	3		
EDUC 5336	Curriculum Adaptations			
EDUC 6130	Public School Administration and the Community			
INTC 5160	Instructional Design			
INTC 5230	Supervising and Coordinating Instructional Technology			
INTC 5250	Leadership in Instructional Technology			
INTC 5330	Integrating Technology into the Classroom			

* Interns complete the internship over three semesters at a rate of 50 clock hours of service per academic credit. NJDOE Licensure requires 300 hours of internship which equates to a total of 6 graduate credits distributed among the three semesters of internship at Stockton.

Program completers must file separate applications for the Supervisor and Principal endorsements.

Applicants for the Principal endorsement must pass the School Leaders Licensure Assessment (6011).

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Principal Endorsement for Supervisor Endorsement Holders (7-3-12) (18 credits required**) Academic Year 2012-13

Name: _____ Z No. _____

Preceptor: _____ Date of Matriculation: _____

Leadership (9 credits)				
		Credits	Sem	Grade
EDUC 5430	School Leadership and Decision Making	3		
EDUC 5431	School Law	3		
EDUC 5432	School Finance and Resources	3		
Internship (*6 credits required during 300 hours of service)				
EDUC 6935	Internship I (100 hours)	2		
EDUC 6936	Internship II (100 hours)	2		
EDUC 6937	Internship III- Capstone (100 hours)	2		
Elective (3 credits) Choose One				
EDUC 5321	Educational and Community Resources	3		
EDUC 5336	Curriculum Adaptations			
EDUC 5337	Curriculum Based Assessment			
EDUC 5415	Curriculum Development and Analysis			
EDUC 5420	Assessment and Implications for Instruction			
EDUC 6130	Public School Administration and the Community			
INTC 5160	Instructional Design			
INTC 5230	Supervising and Coordinating Instructional Technology			
INTC 5250	Leadership in Instructional Technology			
INTC 5330	Integrating Technology into the Classroom			
**Transfer Credits (12 credits)				

*Interns complete the internship at a rate of 50 clock hours of service per academic credit. NJDOE Licensure requires 300 hours of internship. Stockton requires a total of 6 graduate credits distributed over three internship registrations. **A transcript review audit is required prior to admission. Program completers must file an application for the Principal endorsement. Applicants for the Principal endorsement must pass the School Leaders Licensure Assessment (6011).

Approvals: Program Director: _____ **Date:** _____
Assistant Dean: _____ **Date:** _____

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2012-2014 Proposed Marketing Plan for MAEL

Target: 15 new students for MAEL Off Campus Program beginning January 2013

1. Superintendent Roundtables:

Visit following county superintendent roundtables: Atlantic, Cape May, Cumberland, Ocean, Burlington. Coordinate visits with staff from SRI/ETTC. Program Director and Faculty to join staff and Graduate Studies representative if available. Brief overview of program and distribute brochures. Discuss possibility of Cumberland County and/or Hammonton as well as Manahawkin site locations. Request meetings with school faculty to discuss program options. Determine in advance what the "ask" and "message" will be.

When: September/October 2012

Who: P. Weeks, G. Sharp, D. Figart, D. Dunleavy, J. Marchetti, Grad. Studies Admissions Staff

2. Direct Mail Campaign

Identify all Stockton graduates possessing teaching certificates and who graduated prior to 2007. Provide options for certification and advanced degree.

When: July/August/September 2013 Who: Graduate Studies, School of Education

3. Newspaper/Radio/Social Media Networking

Identify topical areas (e.g. School Law) and market courses directly to faculty. Take ads out in local newspapers, including AC Press and other regional papers that might be appropriate. Also, consider redo of 15 and 30 minute radio spots developed two years ago. Continue utilizing Facebook and Twitter regarding program offerings and targeted course marketing.

When: August/September 2013 Who: Graduate Studies and Public Relations

4. NJEA Newsletter or other Professional Publications/SRI-ETTC Newsletter

Solicit space in professional teacher's newsletters or purchase ads. Possibly an "op ed" piece discussing the need and/or demand for educational leaders for the next five years.

When: October/November 2013 Who: Graduate Studies, School of Education

5. Word of Mouth/Classroom visits to graduate courses being offered/College Nights/Open Houses

When: Fall 2012 and Spring 2013 Who: SOE Faculty/Staff and Graduate Studies

Approved at 7-3-12 MAEL Retreat

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Dr. Joseph Marchetti, Interim Dean and Professor of Education Professional and Service Related Activities 2011-12

- Stockton College Middle States Institutional Self Study, Co-Chair, 2010 – 2012
- Stockton College Vision 2020 Strategic Planning Engagement Committee, Co-Chair, January 2010 – present
- Stockton College Essential Learning Outcomes Task Force, Co-Chair, Adapting to Change Subcommittee, January 2011 – January 2012
- Stockton College, Staff Counsel Search Committee, Chair, August 2011 – March 2012
- Stockton College Commencement, Faculty Grand Marshall, May, 2012
- Middle States Team Application Reviewer, Relay Graduate School of Education, New York, New York, September 2011
- Montclair University Executive Management Professional Development Series, Workshop Presenter, October, 2011
- New Jersey Education Association Convention, Atlantic City, NJ, November 2011
- NASPA Region II Advisory Board, At-Large Member, 2010 – 2012
- Gilda's Club South Jersey, Cancer Support Agency, Board Member, March 2011 – present
- Omicron Delta Epsilon, Leadership Fraternity, Stockton College Charter Member, 2005 – present
- Phi Delta Kappa, Education Fraternity, Stockton Chapter, Member,

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Dr. Deb L. Figart Professional Development Information- 2011-12

Boards. Figart, Deborah M. Member of Board of Trustees, Novadebt, a 501c3 corporation. Also Chair, Compensation Committee.

Boards. Figart, Deborah M. Co-Editor and Editorial Board, the *Review of Social Economy*.

Boards. Figart, Deborah M. Editorial Board, *International Journal of Pluralism and Economic Education*.

Boards. Figart, Deborah M. Vice Chair and Board Member, New Jersey Coalition for Financial Education.

Boards. Figart, Deborah M. Member, Atlantic County (New Jersey) Advisory Commission on Women.

Boards. Figart, Deborah M. Member (elected), Board of Trustees, Association for Evolutionary Economics.

Published Works. Figart, Deborah M. "Teaching Economics to Non-Majors," *The International Handbook on Teaching and Learning Economics*, eds. KimMarie McGoldrick and Gail M. Hoyt. Cheltenham, UK: Edward Elgar, 2011, pp. 423-432.

Published Works. Figart, Deborah M. and Susan Niemiec. "Debt from student loans is crippling a generation," op ed article/blog, *The Star-Ledger* of New Jersey and nj.com, April 26, 2012, p. 19.

Published Works. Figart, Deborah M. "Let post offices offer financial services," [Editorial Column](#), *The Press of Atlantic City*, January 6, 2012, p. A13.

Presentations. Figart, Deborah M. "Thinking Past Disutility: Feminist Economics of Work and Labor," Allied Social Science Associations annual meetings, Chicago, IL, January 6, 2012.

Presentations. Figart, Deborah M. "Employment in a Maturing Industry: The Impact of Cyclical and Secular Trends on Casino Job Quality," International Association for Feminist Economics conference, Hangzhou, China, June 25, 2011.

Presentations. Figart, Deborah M. "How to Publish in English-Language Journals," invited presentation, International Association for Feminist Economics pre-conference, Hangzhou, China, June 23, 2011.

Presentations. Figart, Deborah M. "A Report Card on the U.S. Economy," invited presentation, Rotary Club of Atlantic City, Atlantic City, NJ, May 29, 2012.

Presentations. Figart, Deborah M. "Financial Capabilities for Low-Income Households: Alternative Responses to Financial Exclusion," invited paper presentation, Columbia University Seminar on Political Economy and Contemporary Social Issues," New York, NY, April 26, 2012.

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Presentations. Figart, Deborah M. "Internal Organizing: Mobilizing Members," AFT New Jersey State Federation 67th Convention, Galloway, NJ, April 21, 2012.

Presentations. Figart, Deborah M. "ABC: All 'Bout Credit," presentation to Stockton Day of Student Leadership, The Richard Stockton College of New Jersey, February 25, 2012.

Presentations. Figart, Deborah M. "A Case for Financial Capabilities," testimony to the New Jersey College and Career Readiness Task Force, Galloway, NJ, December 15, 2011.

*** Also in-service professional development for NJ teachers!!!!

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Dr. George Sharp- Professional Development Activities- 2011-12

Presentations: School of Education

20 and 21 July 2011. Member of a panel discussion (representing Stockton College with representatives from Rowan University, Rutgers University at Camden, and two superintendents of schools). Implications for Teacher and Principal Performance, Evaluation, and Accountability. New Jersey Department of Education Southern Region Summer Leadership Institute

14 November 2011, 12 December 2011, and 23 January 2012. Dr. Norma Boakes, Co-presenter. The Future of Teacher Evaluation in New Jersey. The Richard Stockton College of New Jersey SRI/ETTC.

21 March 2012. Dr. Shelly Schneider, Co-presenter. Managing and Leading: What is the difference? Leadership Cumberland County Conference (an interdisciplinary leadership organization comprised of leaders from the areas of business, health care, government, non-profit organizations, education, and religion)

12 May 2012. Managing and Leading: What is the difference? Entrepreneur Club of the Seeds of Greatness Bible Church, New Castle, Delaware (The Entrepreneur Club is a 75-member group in the Seeds of Greatness Church comprised of people who direct and lead businesses and non-profit organizations in Maryland, Delaware, Southeastern Pennsylvania, and Southern New Jersey. A continuation presentation is scheduled for 30 June 2012.

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Dr. Norma Blecker Professional Development Activities 2011-12

Publication:

Blecker, N.S. & Williams, C.A. (2011). Authentic teaching and learning: Modeling collaboration and differentiation at the graduate level. *Proceedings for the Twelfth Biennial Conference of the International Association of Special Education, 135-137*(ISBN 978-0-615-47548-6)

Presentations:

Authentic teaching and learning: Modeling collaboration and differentiation at the graduate level. Co-presenter: C. Williams. Presented at the International Association of Special Education (IASE), Windhoek, Namibia, July 2011.

Preparing for tomorrow: Making students ready for the 21st century and beyond. Co-presenters: C. Briggs, C. Williams. Presented at the National Association of Gifted Children Annual Conference. Nov., 2011. New Orleans, LA.