MAEL Director's Report 2012-13

Goals from Academic Year 2012-13

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.

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.

   Results: Even with additional efforts to market the MAEL Program, we simply did not receive enough interest to attract students to the degree component of the program. For Fall 2012, we had three degree seeking students and two students who enrolled for the principal only endorsement. For Spring 2013, we had three students who enrolled for the degree and three students who enrolled for the principal only endorsement. The enrollment issue was discussed among program faculty and administration as reflected in the program retreat and meeting summaries in the appendix. Based on the goals set last year and the outcomes realized, a proposal to suspend admissions to the degree component effective summer 2013 and continue with admitting students who already hold Master's Degrees and are only seeking supervisory and/or principal endorsements was made. MAEL will 'merge' with MAED for the degree, with certification tracks remaining for supervisory and principal certifications. This proposal was passed at the May 7, 2013 MAEL program meeting and approved by the SOE faculty at the May 20, 2013 School of Education Retreat. A copy of the Proposal along with questions that need to be discussed during the 2013-14 year can be found in the appendix.

2. Develop and implement Entering Student and Graduating Student surveys through Survey Monkey. A draft graduating student survey was reviewed at the MAEL Retreat in July 2012.

   Results: Revisions to the Graduating Student survey were made. A summary of the results from the three out of four graduating students in summer 2012 is included in the appendix. The results of the graduating student survey were discussed at the October 11, 2012 program meeting. A suggestion resulting from the survey results was to review the curriculum map addressing the objectives of the program with specific identification of how and where the program objectives are being met in the curriculum sequence. This review is currently underway.

3. Review curricular sequencing of courses and establish student database of course completion and outcomes data.

   Results: Course offerings during 2012-13 allowed students to progress with their degree attainment plans. We have had very few conflicts with course offerings and have generally met the needs of students getting their desired course sequence in a reasonable amount of time. In some instances where fewer than six students registered for a course that was required, accommodations by the administration were made to allow these courses to proceed. Given the numbers of students remaining in the program, we will need to make these course accommodations in order to ensure that students complete graduation requirements in a reasonable time frame.

In the area of database information, we continue to keep manual spreadsheets of all students enrolled in the program. However, significant improvement was made by Computer Services and SOE administration during Spring 2013 to centralize banner data elements for all MAEL students. This enhancement will be extremely useful for planning and accountability reporting.

4. Continue discussions regarding long term plans of the program possible to include development of an interdisciplinary doctoral level program.

Results: Discussions during the 2012-13 academic year focused on the future of offering the MAEL as a degree. Given our current status with accreditation agencies, we would need to begin this process immediately. With our few numbers during the past two years, it was determined that accreditation as a separate degree would not be feasible. 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. Additionally, we are exploring the option of a new certification program through NJDOE, the Teacher-Leader certification. A proposal will be developed to position us as a site for offering this certification through our program.

With regard to the interdisciplinary doctoral program in organizational leadership, it was decided after several meetings with other programs that we would put this initiative on hold for the immediate future. Institutional efforts to consider seeking university status are currently underway and we felt it appropriate to allow this process to finish before moving forward with development of an interdisciplinary doctoral program in leadership. Additionally, further exploration of community needs and surveying other academic program interest needs to occur.

Fall Graduate Enrollment

Chart 1

Major Enrollment by Attendance Status
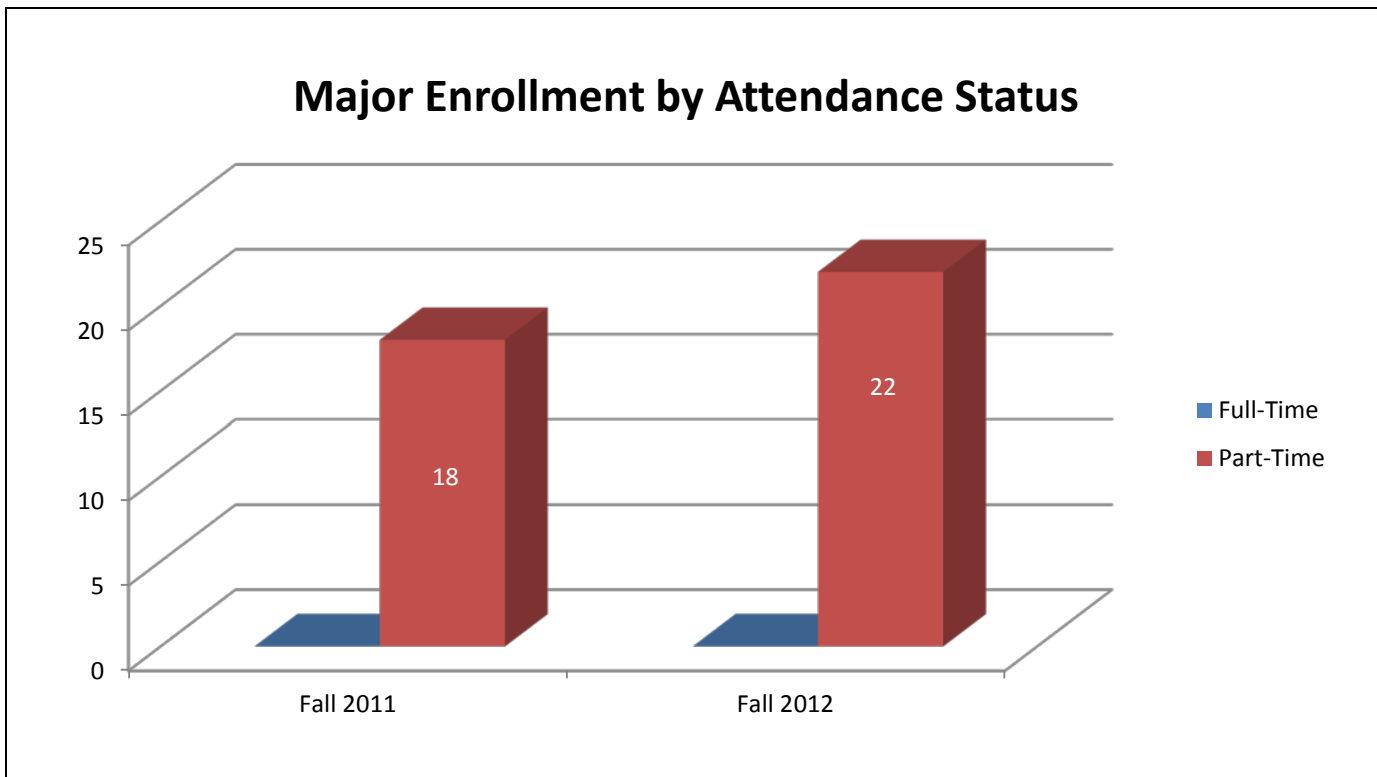
	Fall 2011		Fall 2012	
Major Program	Full-Time	0	Full-Time	0
	Part-Time	18	Part-Time	22
Graduate School	Full-Time	237	Full-Time	283
	Part-Time	480	Part-Time	517
	Non-Matric	151	Non-Matric	84

Note: Graduate School totals include Post-Baccalaureate Certificate Enrollments
SOURCE: SURE Enrollment Files fall 2011, Student Demo Files fall 2011, SURE Enrollment Files fall 2012, and Student Demo Files fall 2012

Summary of Courses Taught by Program Faculty

| Total Course Enrollments	Fall 2011				Spring 2012				Fall 2012				Spring 2013*			
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 5430	1	8	1						1	14	1					
EDUC 5431													1	12		1
EDUC 5920													1	9	1	
Total 5000 Level	1	8	1	0	0	0	0	0	1	14	1	0	2	21	1	1
EDUC 6120	1	15	1						1	20	1		1	16	1	
EDUC 6130	1	9	1		1	10	1									
EDUC 6134													1	6	1	
EDUC 6935	1	4		1					3	12	2	1	1	9	1	
EDUC 6936					1	4		1					2	11	1	1
Total 6000 Level	3	28	2	1	2	14	1	1	4	32	3	1	5	42	4	1
Total EDUC Courses	4	36	3	1	2	14	1	1	5	46	4	1	7	63	5	2
GEN 1045	1	25	1													
GEN 2101													1	31	1	
GSS 2342					2	50	2									
GSS 3604									1	10	1					
Total GENS Courses	1	25	1	0	2	50	2	0	1	10	1	0	1	31	1	0
ECON 1120					1	34	1						1	34	1	
INTC 5290													1	12	1	
Total Other Courses	0	0	0	0	1	34	1	0	0	0	0	0	2	46	2	0

NOTE: Spring 2013 data was pulled on 15-Feb-13 and final data will not be available until after 15-May-13. 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.

SOURCE: Faculty Workload Raw Data Reports fall 2011, spring 2012, fall 2012 and spring 2013
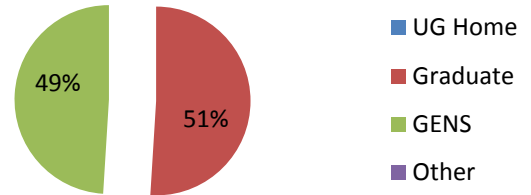
Chart 2

AY11-12

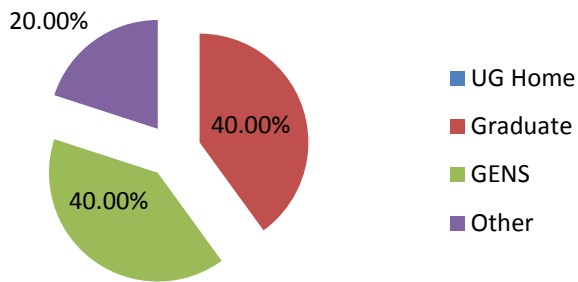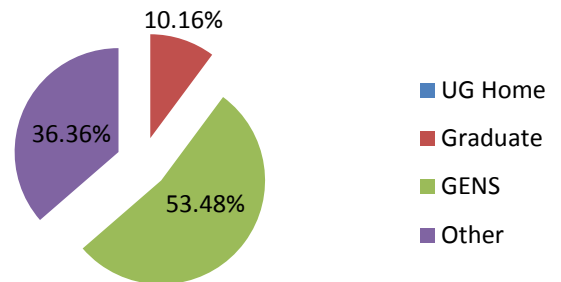## Fall 2011 - Courses Taught by Home Program Faculty

- UG Home
- Graduate
- GENS
- Other
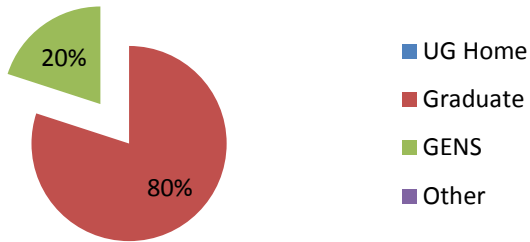
Fall 2011 - Home Program Faculty SCH

- UG Home
- Graduate
- GENS
- Other

	# of Courses	% of Courses	SCH	SCH %
UG Home	0	0.00%	0	0.00%
Graduate	4	80.00%	104	50.98%
GENS	1	20.00%	100	49.02%
Other	0	0.00%	0	0.00%
Total	5	100.00%	204	100.00%

Spring 2012 - Courses Taught by Home Program Faculty

- UG Home
- Graduate
- GENS
- Other

Spring 2012 - Home Program Faculty SCH

- UG Home
- Graduate
- GENS
- Other

	# of Courses	% of Courses	SCH	SCH %
UG Home	0	0.00%	0	0.00%
Graduate	2	40.00%	38	10.16%
GENS	2	40.00%	200	53.48%
Other	1	20.00%	136	36.36%
Total	5	100.00%	374	100.00%

Fall 2012 - Courses Taught by Home Program Faculty

16.67%

83.33%

- UG Home
- Graduate
- GENS
- Other

Fall 2012 - Home Program Faculty SCH
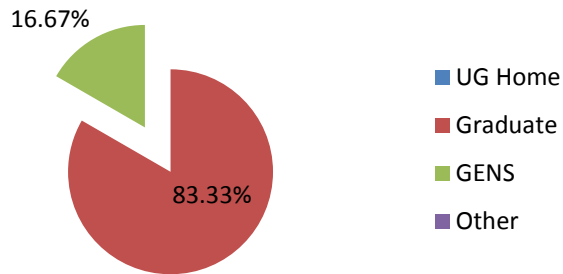
24.10%

75.90%

- UG Home
- Graduate
- GENS
- Other
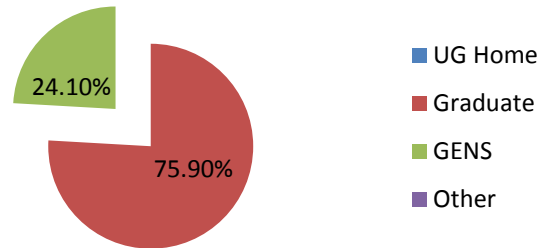
	# of Courses	% of Courses	SCH	SCH %
UG Home	0	0.00%	0	0.00%
Graduate	5	83.33%	126	75.90%
GENS	1	16.67%	40	24.10%
Other	0	0.00%	0	0.00%
Total	6	100.00%	166	100.00%

Spring 2013* - Courses Taught by Home Program Faculty

20.00%

10.00%

70.00%

- UG Home
- Graduate
- GENS
- Other
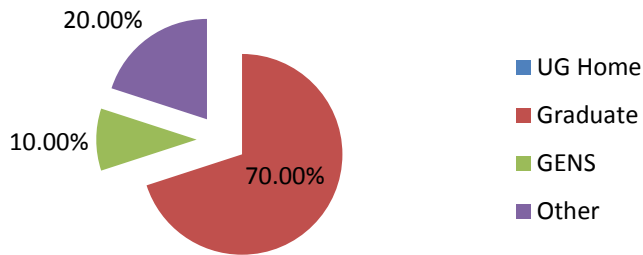
Spring 2013* - Home Program Faculty SCH

35.05%

38.28%

26.67%

- UG Home
- Graduate
- GENS
- Other
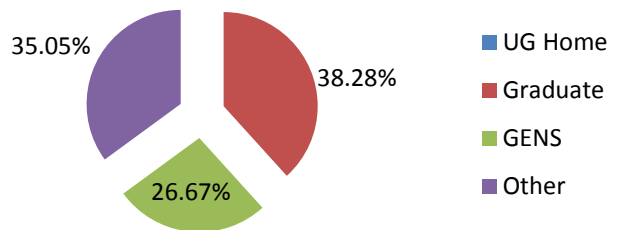
	# of Courses	% of Courses	SCH	SCH %
UG Home	0	0.00%	0	0.00%
Graduate	7	80.00%	178	44.09%
GENS	1	10.00%	124	26.67%
Other	2	10.00%	163	29.25%
Total	10	100.00%	465	100.00%

NOTE: BASK Courses are included in GENS counts. Cross-listing of courses was not taken into consideration.

*Spring 2013 data was pulled on 15-Feb-13 and final data will not be available until after 15-May-13

Summary of Degrees Granted

Chart 3

Degrees Granted - Summer

Degrees Granted - Fall

Degrees Granted - Spring
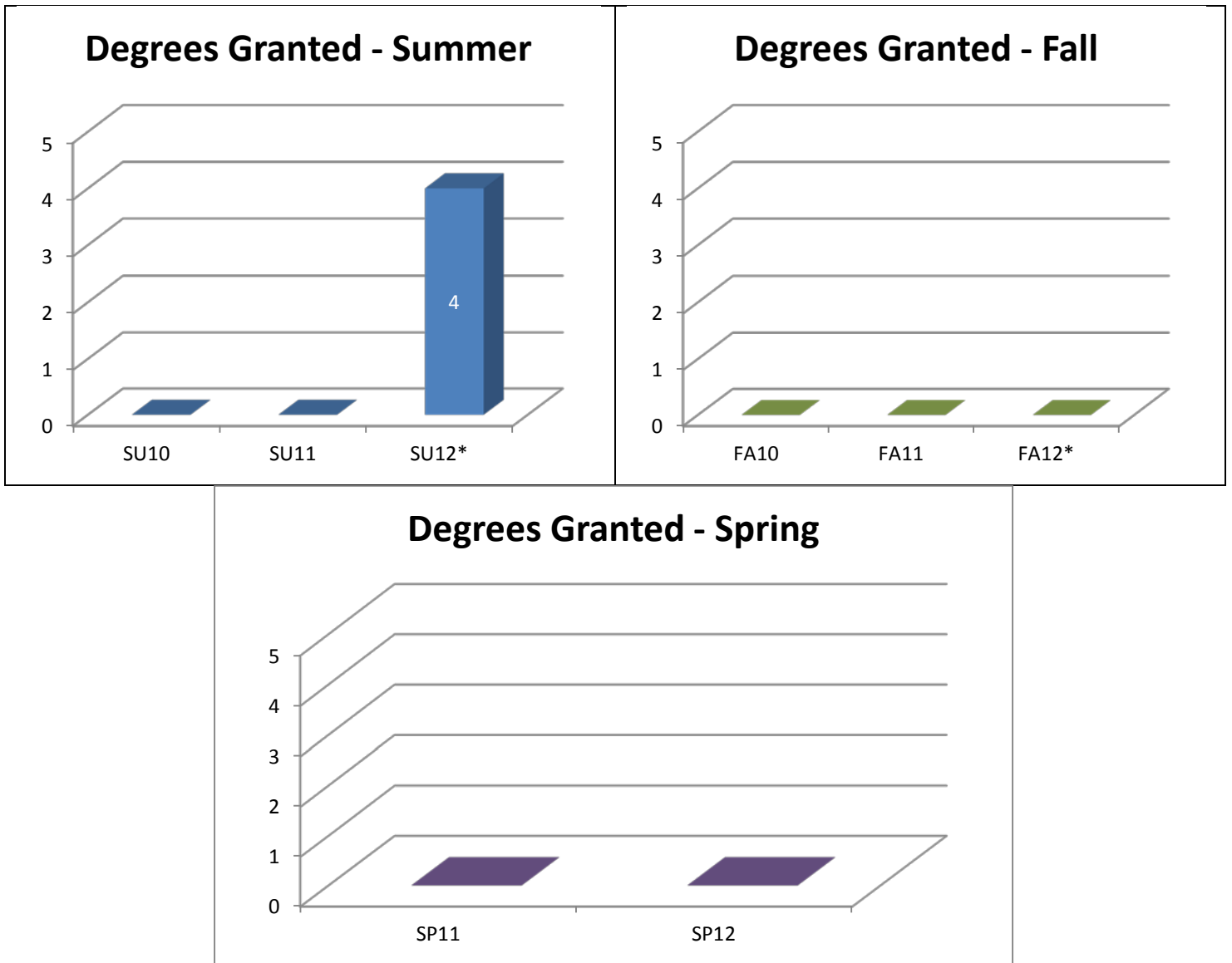
	SU10	FA10	SP11	SU11	FA11	SP12	SU12*	FA12*
Degrees Granted - MA	-	-	-	-	-	-	4	0

*SU12 & FA12 numbers are unofficial and will be available after 15-Aug-13

SOURCE: Degrees Conferred FY11, Degrees Conferred FY12, Degrees Conferred FY13_Discoverer Report pulled 5-Mar-13

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

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

Given the enrollment trend for the program, and based on information already provided, we will continue to offer courses related to supervisory and principal certification but will discontinue with the curriculum for the MAEL degree option. We expect approximately ten to twelve students to graduate from the degree program over the summer and fall 2013 terms. Students interested in getting the principal certification will be required to have an appropriate Master's Degree. Supervisory certification courses will continue to be offered through the existing curricular structure. Additional discussion is underway regarding course delivery mode to include more hybrid options. During this past year, a final action research project rubric for Internship III students was revised.

Faculty Complement – AY12-13 Teaching Faculty

Chart 4
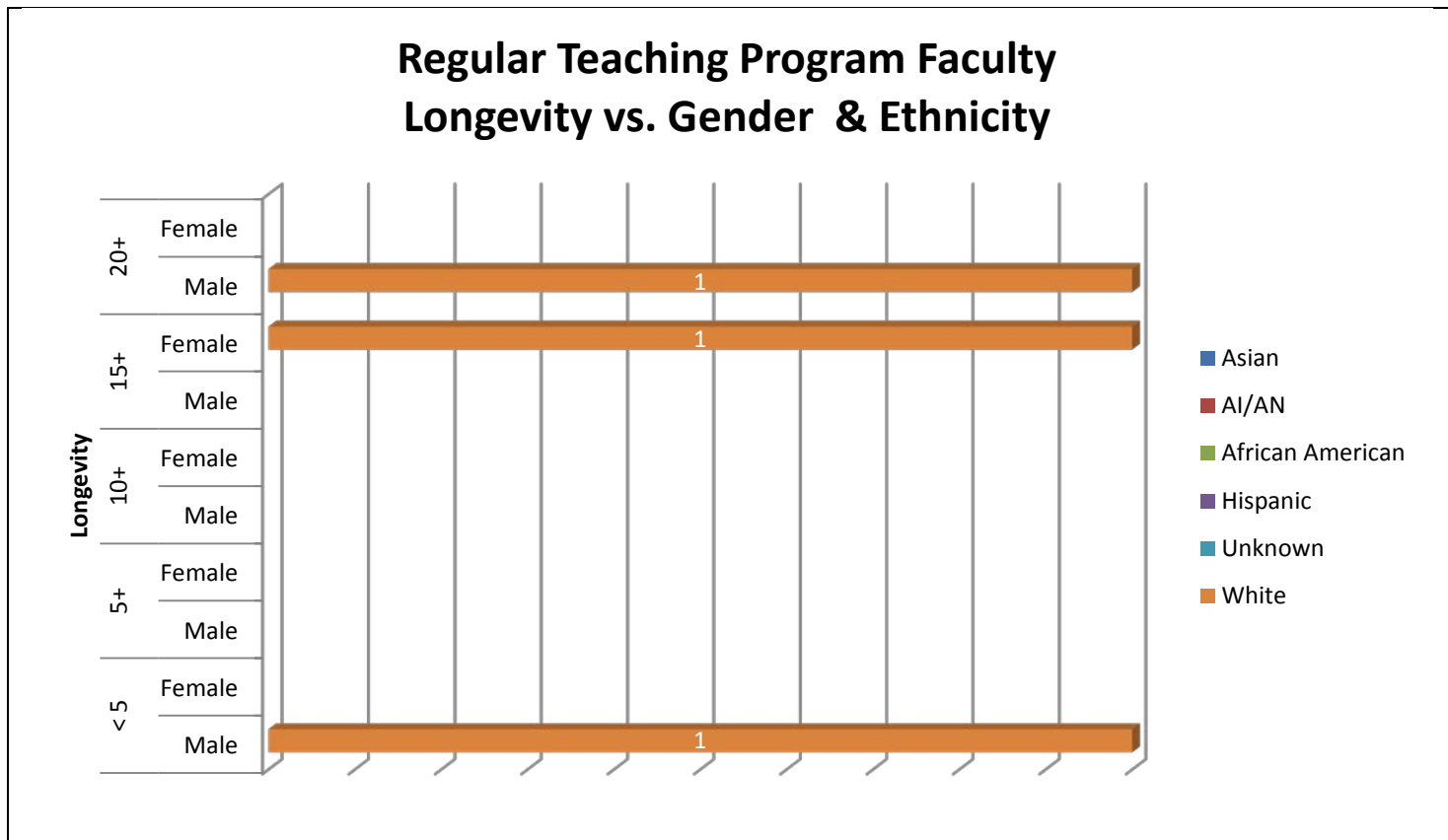
Regular Teaching Program Faculty
Longevity vs. Gender & Ethnicity

Ethnicity	Gender	
	Female	Male
Asian	0	0
AI/AN	0	0
African American	0	0
Hispanic	0	0
Unknown	0	0
White	1	2
Total	1	2

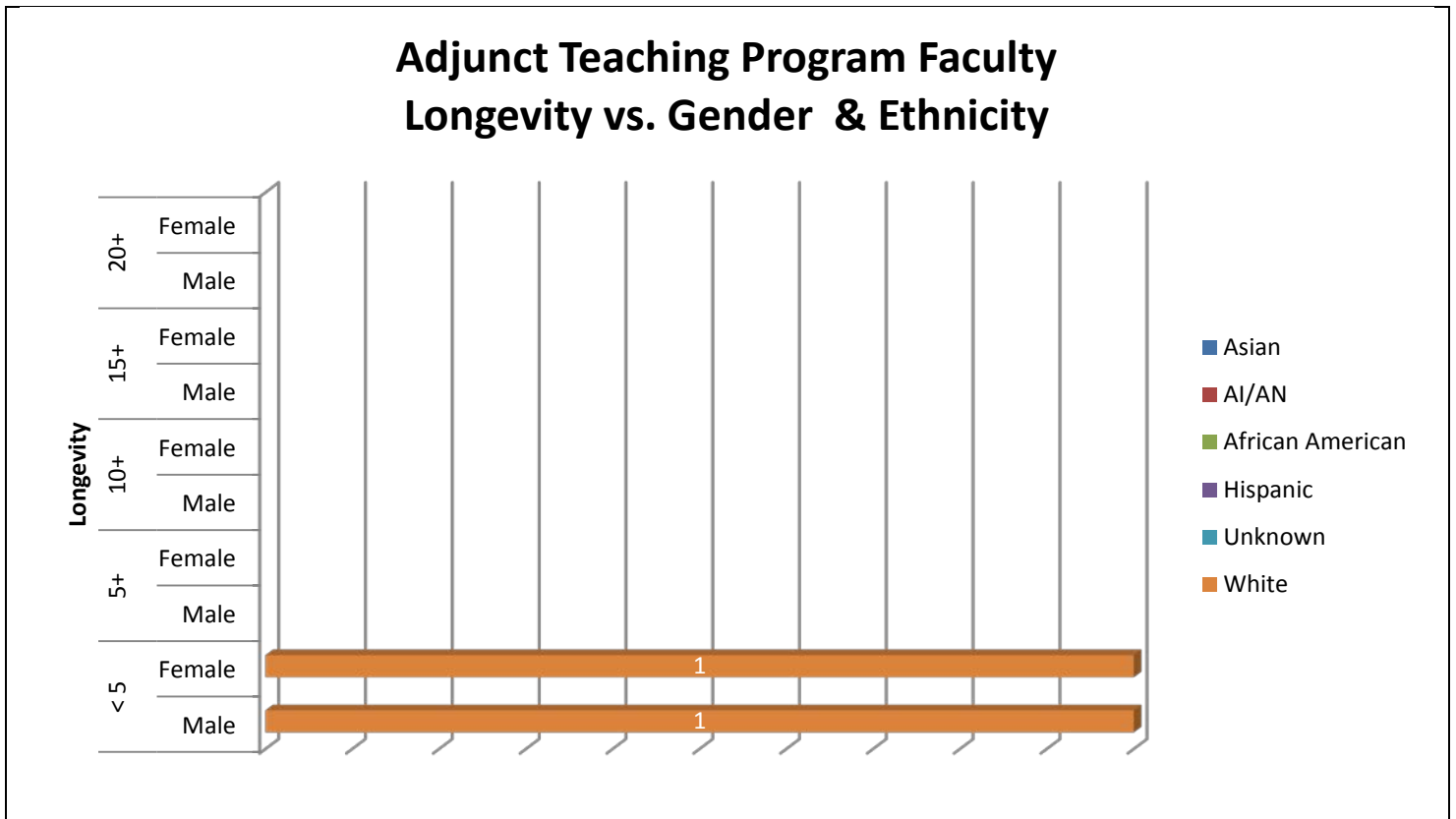| Longevity	
< 5	1
5+	0
10+	0
15+	1
20+	1
Total	3

NOTE: Spring 2013 data was pulled on 15-Feb-13 and final data will not be available until after 15-May-13

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

Source: IR Faculty Access Database, Adjust Master List, fall 2012 and spring 2013 faculty workload raw data pulled 15-Feb-13

Chart 5

Adjunct Teaching Program Faculty Longevity vs. Gender & Ethnicity

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

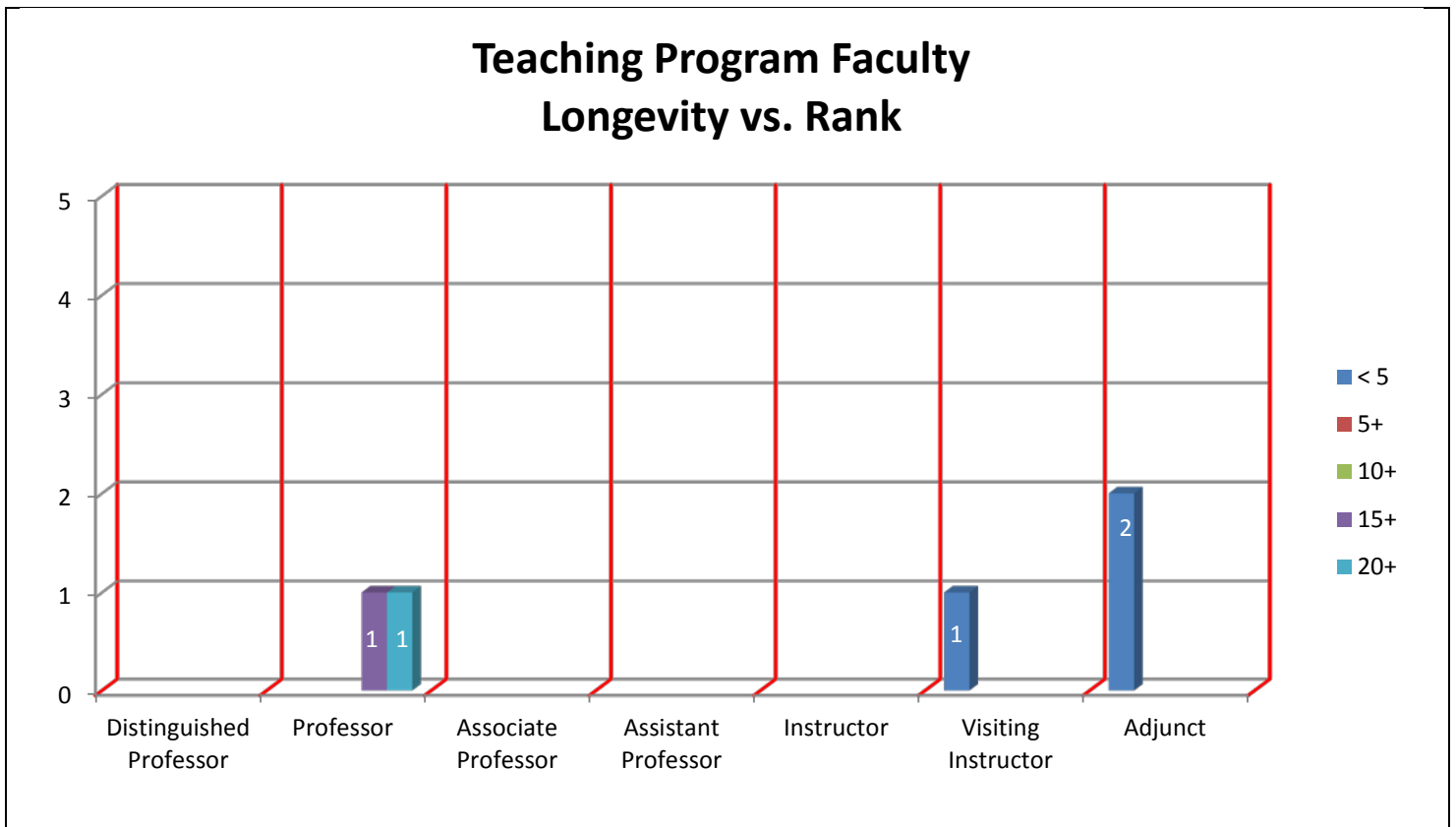| Longevity	
< 5	2
5+	0
10+	0
15+	0
20+	0
Total	2

NOTE: Spring 2013 data was pulled on 15-Feb-13 and final data will not be available until after 15-May-13

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

Source: IR Faculty Access Database, Adjust Master List, fall 2012 and spring 2013 faculty workload raw data pulled 15-Feb-13

Chart 6

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

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

NOTE: Spring 2013 data was pulled on 15-Feb-13 and final data will not be available until after 15-May-13

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

Source: IR Faculty Access Database, Adjust Master List, fall 2012 and spring 2013 faculty workload raw data pulled 15-Feb-13

Professional Activities

The following full time faculty professional and related activities profile is provided:

Dr. Joseph Marchetti, Professor of Education, 2012-13

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/Member, Adapting to Change Subcommittee, January 2011 – present

AACTE 65th Annual Meeting and TEAC Meeting, Feb 27 – March 1, 2013, Orlando, FL. Embrace the Future: Vision, Venture, and Values*, participant.*

NASPA Region II Advisory Board, Faculty Council Member, 2012 – present

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, Distinguished Leader Award for Higher Education, May 2013

Dr. Deb Figart, Professor, 2012-13

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.

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!!!!

Dr. George Sharp, Assistant Professor, 2012-13

Presentations

14 August 2012: Co-presented (with Dr. Norma Boakes and Dr. Pamela Vaughan) a workshop ("Is Danielson or Marzano Right for You?") on the Danielson and Marzano Teacher Evaluation Models and the EE4NJ initiative in New Jersey, sponsored by the Point Pleasant Borough School District and the Stockton College SRI/ETTC.

2 October 2012: Served as a consultant to the District Evaluation Advisory Committee (DEAC) in the Point Pleasant Borough School District with regard to the EE4NJ Initiative in New Jersey.

8 October 2012: Served as a consultant to the District Evaluation Advisory Committee (DEAC) in the Downe Township School District with regard to the EE4NJ Initiative in New Jersey.

15 November 2012: Served as a consultant to the District Evaluation Advisory Committee (DEAC) in the Pleasantville School District with regard to the EE4NJ Initiative in New Jersey.

20 October 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 presentation on entrepreneurial leadership is scheduled for October 2013 as part of a full-day session on leadership.

County Superintendent's Roundtable Meetings

September 2012 – June 2013: Attended the Cumberland County Superintendent's Roundtable monthly meetings, representing the Stockton College SRI/ETTC.

Book Endorsement

March 2013: Wrote an endorsement for the book: *The Journey to a High Achieving School: Eliminate Destructive Excuses*. The book is authored by Ken Biddle, Joseph Tomaselli, and Fred Abbate of the Performance Excellence Group and describes the application of the Malcolm Baldrige Process of Quality and Continuous Improvement to school leadership.

MAEL Program

6 March 2013 and 25 April 2013: Conducted study group sessions for the School Leaders Licensure Assessment (SLLA) for Stockton MAEL students taking the SLLA.

Director Comments about Faculty Complement and Faculty Activity:

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

At the conclusion of the Fall 2013 term, the Visiting Instructor line will end with the program continuing with only two full time faculty. Plans are in place for the current visiting instructor to continue on a part-time basis beginning Spring 2014 teaching two courses per term for the program. We will continue to identify and use retired principals and superintendents to assist with program offerings, particularly those related to internship activities and the school law and the school resources courses.

Program's Community Engagement for 2012-13:

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.

The primary vehicle for community partnership of the MAEL Program is through the 300 hours of Internship experience where our students directly participate in "real time" leadership activities in their home school settings. Students work with mentors in their schools under the supervision of a MAEL faculty member who guides the student in various activities that impact their learning community. Students receive regular feedback from the college supervisor through reflective logs that are submitted.

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.

Faculty members participate in a variety of volunteer activities in our respective communities. As examples, the program director serves as a board member of Gilda's Club. Additional community related activities of the full time faculty can be found in the professional activities listed earlier in this report.

Program Learning Outcomes Assessment Summary for 2012-13:
Courses listed do not include "equivalency" courses for MAEL program.

Objectives *(MAEL Program TEAC Claims)*	Measure(s)	Result(s)	Interpretation(s)	Action(s)
1. **Our program completers are qualified to serve as educational leaders**	Application Materials	All 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 11 completers with a class GPA of 4.0 **EDUC 5431** had 14 completers with a class GPA of 3.97 **INTC 5290** had 7 completers with a class GPA of 4.0 **EDUC 6120** had 16 completers with a class GPA of 4.0 **EDUC 6134** had 15 completers with a class GPA of 3.96 **EDUC 6935** had 18 completers with a class GPA of 4.0 **EDUC 6936** 15 of	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.

		had 12 completers with a class GPA of 4.0		
	Internship Evaluations	Students who completed internships during 2012-13 informally met with Internship faculty and the program director. Students shared overall value of the internship experience and the program to date. Continuing student survey data was collected and a summary is provided in the appendix.	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 course sequencing/availability, and the location of classes were identified as areas of less satisfaction.	Continue to conduct formal assessment of graduating students and review policies and practices related to course sequencing, equivalencies, and adjunct faculty. Develop criteria matrix/rubric for use on next action research projects during final internship.
	Licensure Exam	Of the four students taking licensure exams during 2012-13, all passed the exam with the average being 180 out of a possible 200 points. 163 points are required to pass.	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	**EDUC 5430** had 11 completers with an overall GPA of 4.0 **EDUC 5431** had 14 completers with an overall GPA	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	Continue monitoring student grades and determine signature assignments or work samples to collect to monitor program effectiveness.

		of 3.97	requirements stated in syllabi.	
		INTC 5290 had 7 completers with an overall GPA of 4.0		
		EDUC 6120 had 16 completers with an overall GPA of 4.0		
		EDUC 6134 had 16 completers with an overall GPA of 3.96		
		EDUC 6935 had 18 completers with an overall GPA of 4.0		
		EDUC 6936 had 12 completers with an overall GPA of 4.0		
	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	Students who completed internships during 2012-13 informally met with Internship faculty and the program director. Students	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.	Continue to conduct formal assessment of graduating students and review policies and practices related to course sequencing, equivalencies,

		shared overall value of the internship experience and the program to date. Continuing student survey data was collected and a summary is provided in the appendix.		and adjunct faculty. Develop criteria matrix/rubric for use on next action research projects during final internship.
	Action Research Project	Sixteen students completed the action research course with plan to present their projects during the summer and fall 2013 sessions.	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 during 2012-13, all passed the exam with the average being 180 out of a possible 200 points. 163 points are required to pass.	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	Efforts to continue use of student journals to track activity of internship students is effective. Students report positive experience with tracking their various	Continue to refine use of the journals to possibly include on-line journals with integration of Blackboard.

		achieved.	learning activities using the journal.	
	Internship Evaluations	Students who completed internships during 2012-13 informally met with Internship faculty and the program director. Students shared overall value of the internship experience and the program to date. Continuing student survey data was collected and a summary is provided in the appendix.	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 course sequencing/availability, and the location of classes were identified as areas of less satisfaction.	Continue to conduct formal assessment of graduating students and review policies and practices related to course sequencing, equivalencies, and adjunct faculty. Develop criteria matrix/rubric for use on next action research projects during final internship.
	Action Research Project	Sixteen students completed the action research course with plan to present their projects during the summer and fall 2013 sessions.	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.	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 during 2012-13, all passed the exam with the average being 180 out of a possible 200 points. 163 points are required to pass.	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.

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.

A review of the Learning Outcomes and the evaluative criteria used above suggest the core courses, electives, and internship/research requirements of the program are proving to be successful in preparing educational leaders through the MAEL program. In particular, success of students passing the SLLA (School Leader Licensure Assessment) suggests curricular instruction is effective. A copy of the results for the current students passing the assessment is included in the appendix.

Program's Annual Activity Plans for 2013-14:

In reviewing information throughout this report and in the accompanying appendices, the following goals and objectives are proposed for 2013-14.

1. Develop a transition plan for those students currently in the MAEL 'pipeline' to allow them to finish their degrees with the least amount of inconvenience in course selection and offerings.

2. Review and modify, as necessary, existing curricular mapping and MAEL 'equivalency' courses in concert with the MAED and MAEL program curricula.

3. Examine additional EDUC courses related to leadership that could be offered as hybrid courses.

4. Continue exploration and development of a 'teacher-leader' certification program based on pending legislation and develop a proposal to offer this certification as part of our educational leadership program.

5. Continue refinement of student data system as well as enhancements to the program through student, faculty, and community feedback utilizing Zoomerang and other techniques.

Dean's Comments:

Under Director Marchetti's leadership, the MAEL program has undergone significant examination, redirection and realignment. Dr. Marchetti led the faculty through a three-path process to better serve the diversity of student needs for certification only, certification with an existing degree, and now, certification with an MAED degree. Maintaining a "teach out" will require additional careful planning, as Dr. Marchetti has demonstrated in collaboration with Dr. Sharp from the beginning of this program.

Director Marchetti is also to be commended for his work in gathering background information and internal perspectives on an Ed.D. program. We look forward to resuming after University Status.

Appendix Items:

A. MAEL Program Retreat Summary, July 3, 2012

B. MAEL Program Meeting Summary, September 4, 2012

C. MAEL Program Meeting Summary, October 11, 2012

D. MAEL Program Meeting Summary, May 7, 2013

E. MAEL Marketing Plan, July 3, 2012

F. MAEL Proposal and Discussion Items for the MAED/MAEL "Merger", May 7, 2013

G. MAEL Completion Survey- 2012-13 Responses

H. MAEL Program Completer's and NJ School Leader Licensure Assessment (SLLA) and School Superintendent Assessment (SSA) Scores

I. MAEL Current Student Survey- Spring 2013

Master of Art's in Educational Leadership (MAEL) Program Retreat- July 3, 2012
1: 00 p.m. – 4:00 p.m.   Room G-103

Meeting Summary   (7-5-12)

Meeting called by: Spade, Maria

Attending: Deb Figart, Kim Lebak, Doug Groff, AmyBeth Glass, Pam Vaughan, Claudine Keenan, Lew Leitner; Absent: George Sharp (excused)

Agenda Item	Summary Discussion
1. **Admissions Update; Fall 2012 and Spring 2013 Course Offerings and Course Projections**	**See Draft Director's Report posted in BB9** **See proposed course scheduling draft document in BB9.** An overview was provided by Deans Keenan and Leitner regarding overall graduate program issues. Issues related to the size and quality of programs were raised along with delivery options, i.e. on-line, hybrid. Provost Kesselman joined the conversation and provided some institutional perspectives on the growth of graduate programs and the need for programs to look 'outside the box' in terms of responding to community needs and course delivery options. Admissions processes were discussed along with program evaluation. Discussion included the issue of tracks versus full blown graduate programs. Examples at the undergraduate level included Hospitality and Tourism starting as a track in Business. Perhaps this same pattern should be applied at the Graduate level? Concerns regarding our ability to deliver on line courses were shared. MAIT now has it's first fully on line course up and running. It was noted we explored Learning Management Systems a few years ago and in order to establish a partnership for delivering on line curricula already developed. Program faculty members at that time were generally not in favor of moving in this direction. It may be time to revisit this option. We also discussed the number of inquiries coming in regarding online course availability. Currently, MAEL doesn't have any online courses available. The MAEL Program needs to identify hybrid course options and explore how to use technology to advance the program. Also, we need to examine how our program graduates are improving student learning. AmyBeth reported we had 5 incomplete applications for Fall 2012 at this time. Also, there are 21 students in the program who have been taking coursework. Our first four graduates occurred during this Summer 2012 term.
2. **Curriculum Updates and Proposed Revisions re: Principal Licensure and Internships**	**See NJ Principal Code information in BB9 and Proposed Revised Curricular Worksheets** The three curriculum worksheets were discussed in detail. In order to make sure we are within NJ Code for certifications, revisions were made to allow the Principal Endorsement for those holding Supervisory Endorsements to be completed with only eighteen credits at Stockton if we are able to identify twelve transfer credits that qualify for certification purposes. Thirty credits must appear on Stockton's transcript for this option to work. The curricular worksheet was revised to reflect

this and also indicate that a transcript audit review is required prior to acceptance to this category.

The issue of the Action Research course being better connected to Internships II and III was discussed. Additional brainstorming efforts need to be made to make sure students in Internships II and III have the necessary resources to conduct their data analysis as part of their Capstone projects. Internship instructors need to work closely with the Action Research instructor in setting up these projects. Modifications have been made to the Internship syllabi regarding changes to approved Action Research projects from Internship I.

In addition, the credit amount assigned to each internship experience was discussed and it was approved that we revert back to the required three- two credit internship model. The flexibility of taking internships from 0 to 3 credits presented a number of administrative and pedagogical challenges for the instructors and students. Moreover, it was somewhat confusing when you link these internships to the Action Research course. Syllabi will clearly reflect the scope of each internship and the connection to the Action Research course. It was noted that the 300 required hours of internship are in addition to any hours put in through the Action Research course. The three curricular worksheets were revised to reflect these changes. **(See Attached)**

3.	**Review of Short Term, Medium Term, and Long Term Faculty Goals;**	See Program Meeting Summary from February 2012 posted in BB9

The documents were reviewed and discussion followed related to the current status of each of the items. It was noted that many of the goals identified at the Feb 13th meeting were in progress. Alternative paths for obtaining the MAEL and Certification were developed. We are now able to submit the minor revisions to the curriculum worksheets we made to NJ DOE. Internship credits were revised to stay aligned with our course descriptions. Discussion about the continued sustainability of the program included admissions strategy, targeted course advertisement and moving beyond the NJ Certification component for Principalship by identifying another track to include non-profit and higher education Master's level coursework. This may be a precursor to a longer term interdisciplinary doctoral level program involving other Schools, e.g. Health Sciences, Business, SOBL. Several goals for 2012-13 were identified in the Director's Annual Report. Included are: (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. (2) Develop and implement Entering Student and Graduating Student surveys through Zoomerang.   A draft graduating student survey was reviewed. (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.
In addition, Drs. Figart and Marchetti will begin looking at a

new curricular worksheet offering a non-Principalship option for interested students in higher education and/or non-profit leadership. It was suggested that an advisory group be established to assist with this effort. Community members and other interested faculty should be included.

4.	**MAEL Bulletin Update and Policies and Procedures Manual Update**	See Drafts posted in BB9
		2012-14 Bulletin updates for MAEL apparently didn't make it to print yet. This will allow us to get these most recent revisions into any Bulletin updates. The Policies and Procedure Manual was discussed and changes noted in today's meeting will be incorporated and sent to the Dean's Office and Graduate Studies.
5.	**Proposed Enrollment and Marketing Strategy**	Discussion item. Under development
		A draft Marketing plan for MAEL was discussed. **(See Attached)** Several suggestions were made and the attached revised plan was approved.
6.	**TEAC Document; "Quality Principles for Educational Leadership Programs" and Draft Course Alignment Matrix**	Discussion item
		See Research and Internship Document posted in BB9
		A discussion regarding TEAC was held. Discussion about possibly moving MAEL as a track under MAED was made and we will need to continue to monitor enrollments and demand to determine if this option is feasible. Also, the role MAIT with MAEL needs to be further explored.
		It was agreed to revise the timeline on TEAC until we had more time to: 1) Recruit new students, 2) Graduate more students, and 3) Have the program mature a little more with these new curricular worksheet options and possibly with a 4th worksheet-in-progress (so that we have a "surer" sense of our mission and goals and identity for TEAC.
7.	**Student and Graduate Surveys**	See draft Graduating Student Survey
		Suggested revisions to the Graduating Student Survey were made. The survey will be revised and sent out to the four graduates within the next three weeks. Plans to develop a Student Survey for all those students in the program are being made. A Student Survey will be completed by Spring 2013.
8.	**Interdisciplinary Doctoral Program Exploration**	Discussion item
		Preliminary discussions with selected faculty from Business and MAEL are underway. Particularly, Professor Kruger and Professor Latourette (both from the School of Business) expressed interest in these discussions. Health Sciences faculty and administrators will be included in future discussions. Plans to establish an MAEL Track for Leadership Studies might be a precursor to full development of an interdisciplinary doctoral level program. A meeting will be scheduled in early Fall 2012 to further develop this idea.

9.   **Other**   None

The following Appendix items are attached:

- **Revised Curricular Worksheets**

- **Marketing Plan**

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 OR INTC 5250	Integrating Technology into the Classroom Leadership in Instructional Technology	3		
EDUC 6110 OR EDUC 6131	Curriculum Development and Evaluation Curriculum Theory and Practice	3		
EDUC 5415 OR EDUC 6132 Implementation	Curriculum Development and Analysis Curriculum Development, Writing and	3		
EDUC 5337 OR EDUC 5420 OR EDUC 6133 Schools	Curriculum Based Assessment Assessment and Implications for Instruction Leading Instructional and Program Assessment in	3		
Research for Education Leaders (9 credits total) *(*6 credits of Internship required during 300 hours of service)*				
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 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.

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).

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 Implementation	Curriculum Development, Writing and			
EDUC 5337	Curriculum Based Assessment OR	3		
EDUC 5420	Assessment and Implications for Instruction OR			
EDUC 6133 Schools	Leading Instructional and Program Assessment in			
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 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 at a rate of 50 clock hours of service per academic credit. NJDOE Licensure requires 300 hours of internship. Stockton's requires a total of 6 graduate credits distributed over three internship registrations.   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).

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).

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

Master of Art's in Educational Leadership (MAEL) Program Meeting- Sept 4, 2012
3:00 till 3:30 p.m. with MAIT on a SKYPE Discussion
3:30 p.m. – 4:30 p.m.   Room J-230

Meeting Summary

Meeting called by: Spade, Maria

Attending: Deb Figart, George Sharp, Doug Groff, (Joint Meeting with A. Ackerman, D. Harvey, J. Lee)

MAEL Faculty met with MAED and MAIT faculty during the final portion of the SOE Meeting for an update on the TEAC Process. Dr. Lebak presented a PowerPoint overview and provided materials related to the process. A series of meetings are scheduled during Fall 2012 that require participation from all faculty involved. These materials are posted on the SOE Blackboard site. The beginning of our MAEL Meeting was in joint session for a SKYPE Presentation with Dr. Michael Chirichello from Northern Kentucky University School of Education. The topic was competency based doctoral programs. Due to the Skype session, an abbreviated MAEL meeting was held covering the items listed below. The meeting adjourned at 4:30 p.m.

1.	**Admissions Update and Target Enrollment for Spring 2013**	New Student report It was reported that only three new students were admitted to the MAEL Program for Fall 2012. There are currently 22 students taking MAEL courses. Fourteen students are enrolled in the entry course this semester, EDUC 5430. This is the largest number enrolled in this course since the program began. Four of these fourteen students are non-matriculated.
2.	**Curriculum Worksheets- Revisions**	Revised Curriculum Worksheets for 2012-13 were referenced. These materials are available on the website.
3.	**Review of TEAC process**	Dr. Lebak presented a PowerPoint and provided handouts describing the work that needs to be done in preparation of the Audit Visit in March 2013. MAEL will have one year to prepare its Inquiry Brief if it chooses to seek accreditation. As of now, MAED and TEDU are going through the process. At this point, a decision will be made for MAEL pending enrollment status at the beginning of the Fall 2013 term.
4.	**MAEL Brochure**	See link posted in BB9
5.	**Interdisciplinary Doctoral Program Exploration**	A discussion summary of the Skype Session with Dr. Chirichello is attached. He will send materials related to the program he is working with along with information related to competency-based degree design. A draft preliminary model (available on the Blackboard site) was shared with faculty members. Revisions will be necessary to move the model to 60 credits and after reviewing materials that are being sent by Dr. Chirichello. Development of a competency based cohort model and the interdisciplinary nature of the degree needs further research. Also, the process for requesting the new degree and program

approval needs to be reviewed.

| 6. | **2012-13 Program Meeting Schedule** | Suggested dates will be sent to faculty for consideration. |

| 7. | **Meeting adjourned at 4:30 p.m.** | |

| 8. | | |

Master of Art's in Educational Leadership (MAEL) Program Meeting

Thursday, Oct 11, 2012

4:30 p.m. – 6:00 p.m.   Room J-230

Meeting Summary

Attending: Joe Marchetti, Deb Figart, Kim Lebak, George Sharp, Pam Vaughan,

1.	**Admissions Update and Target Enrollment for Spring 2013**	**J. Marchetti - Numbers update**
		We have not yet received Spring 2013 enrollment reports. At this time, we are not aware of any formal applications for enrollment in the program. Given our goal of having 15 new students enrolled in the program by Spring 2013, and we only had three new students enroll for Fall 2012, we will need to consider how to move forward with program changes for the 2013-14 year. One option is to become a leadership track under MAED offering supervisory and principal certifications. Consultation with administration and Graduate Studies will be necessary. Experimentation of new course delivery models should also be explored.
2.	**Curriculum Worksheets- Revisions**	**J. Marchetti- Revised Curriculum Worksheets for 2012-13- See BB9**
		Reviewed approved changes to curriculum at Summer Retreat. Also discussed the list of course equivalencies.
3.	**Status of TEAC process**	**K. Lebak- Materials provided in Blackboard SOE Folder under TEAC**
		If we become a track offering an endorsement, Dr. Lebak reported we would be accredited under MAED, with the option of adding the leadership principal certificate program. We need to check with TEAC to see what we would need to do to add the principal endorsement to or MAED Degree. Could we be under the MAED umbrella for the next seven years? Dr. Lebak will pursue with TEAC at the appropriate time.
4.	**MAEL course linkages to assessment models**	**J. Marchetti**
		The handout was distributed and discussed. We will need to defer this process until we ascertain our TEAC status. The issue of the technology course requirement for the principal endorsement was discussed. We may want to consider alternate courses for consideration as electives. The template will be revised by J. Marchetti to reflect TEAC specifications.

5.	**Interdisciplinary Doctoral Program Discussion**	**Outcomes from Skype session with Dr. Michael Chirichello from Northern Kentucky University School of Education**
		How do we assess the true need for an interdisciplinary doctoral program? A feasibility study is being considered by SOE and the Provost Office. Discussion of issues impacting the enrollment concerns for the program include the current economic situation, political climate, teachers own investment in their professional development, economy turn around. We need to create something unique, possibly to include alignment of the health care industry with education for doctoral level programs. A doctorate in organizational leadership. It was noted that South Jersey Healthcare is now merging with Underwood. This organization will be larger than Atlanticare. We will need to work with a consultant to to identify markets in our geographic area that could possibly align with a doctoral program in leadership. Higher education, government, health sciences are possible areas. Community needs need to be determined and appropriate practical design needs to be developed. An exploratory meeting with Health Sciences to determine their work on developing an interdisciplinary leadership program at the doctoral level will be pursued.
6.	**Projected Course Schedule**	Posted in Blackboard
		This information item was noted.
7.	**MAEL Graduating Student Survey**	J. Marchetti; Posted in Blackboard
		The responses were discussed, noting that only three out of the four program completers completed the survey. Need to develop a curriculum map addressing the objectives of the program and where those objectives are being covered in the course sequence.
8.	**Other**	

Master of Art's in Educational Leadership (MAEL) Program Meeting

Tuesday, May 7, 2013
3:30 p.m. – 5:00 p.m.   Off Campus

Meeting Summary

Meeting called by: Spade, Maria

Attending: Deb Figart, Kim Lebak, George Sharp, Doug Groff, Claudine Keenan

1.	**Admissions Update and Enrollment Update- Spring 2013**	J. Marchetti provided enrollment numbers indicating 23 students are currently enrolled in the MAEL Program. We only had four new degree seeking student who enrolled for the 2012-13 academic year. Approximately ten of these students are enrolled in the 'principal' only certification program and one student is seeking the supervisory certification. These numbers do not include other MAED students taking supervisory certification courses. An additional eight students are taking MAEL courses including non-matriculated.
2.	**Proposal to suspend admissions to MAEL Degree Program- Formal Vote**	J. Marchetti- The proposal to suspend admission applications effective summer 2013 was unanimously approved by the MAEL Program faculty on May 7, 2013. We will continue to provide course offering for those students in the MAEL Degree pipeline and we will actively recruit new 'supervisor' and/or 'principal' certification seekers. Efforts will also be put to develop a proposed 'teacher-leader' certification that is under consideration by the NJDOE. George Sharp provided an update on the status of the Teacher Leader Certification initiative at the state level, noting that bills are now entered in both the Assembly and Senate chambers.
3.	**Continuing and graduating student surveys**	J. Marchetti shared recent copies of the continuing and graduating student surveys. Any revisions or suggested changes should be made no later than Friday, May 10th as we will be distribution the continuing survey next week. The completing student survey won't be administered until August after summer internship 3 coursework has been completed.
4.	**Update on Interdisciplinary Doctoral Program in Organizational Leadership**	J. Marchetti and C. Keenan provided an update to the status of the interdisciplinary doctoral program in organizational leadership. Essentially, plans are on hold until a decision is made regarding university status for the College. Additionally, preliminary inquiries with both Social work and Occupational Therapy programs suggest these areas might not be particularly interested in a doctorate degree in education. Plans to conduct a community needs assessment for this effort will be on hold.
5.	**Projected Course Schedule and Principal Certification Course Offerings**	The projected course schedule for Summer 2013, Fall, 2013 and Spring 2014 was shared. Course offerings beyond Spring 2014 will have to be decided in coordination with the MAED Program

and in light of the number of MAEL Degree students who require specific coursework to complete their degrees. Accommodations for course offerings will need to be considered to allow these students to complete their degree in a timely fashion. It was noted that Fall 2013 will likely be the final offering of EDUC 6134, Research for Education Leaders.

6.	**Discussion items re: future of MAEL Course offerings; Supervisory Program; New MAEL Curriculum, etc.**	Discussion was held addressing the issues identified on the proposal document. Final decisions haven't been made pending further consultation with MAED faculty. It was suggested that a review of course offerings between MAED and MAEL should be undertaken to insure alignment with Standards and Curriculum Mapping. The specific focus for the 'principal' and 'supervisor' roles must be considered in course offerings that involve other graduate degree students. Continuing course equivalencies between MAEL and MAED also needs further discussion, along with hybrid course offerings and delivery modes, e.g. weekend courses, intensive week-long courses, Sub Term A and Sub Term B course offerings. We also need to formalize how this information will be shared with continuing students in MAEL and School of Education faculty, and graduate admissions.
7.	**Other**	Results of the scores for those students completing the School Leader Licensure Assessment were shared. The average SLLA Score for the four students completing in Summer 2012 was 184.25 out of a possible 200 points. The average SLLA Score for the four students completing the assessment as of May 7, 2013 was 181.88. The cutoff for passing is 163. Congratulations are offered to those who successfully completed the licensure exam! This is testimony to the content and delivery of coursework, and faculty working with the program. Special thanks go to George Sharp who provides review sessions for students and to Doug Groff who serves as a reviewer (blind!) for the process.

Internship Three instructors and the Graduate Director developed a new Rubric for students working on their action research projects that will be presented in August and after. Benchmark data and reliability will be determined as we move forward with this measure.

Thursday July 18th from 2 p.m. till 4 p.m. will be the Action Research Project Presentations as part of Internship 3 group currently underway this summer.

2012-2014 Proposed Marketing Plan for MAEL

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

6.   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

7.   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

8.   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

9.   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

10. 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

Proposal and Discussion Items for the MAED/MAEL "Merger"

Proposal voted on and approved '4-0' at MAEL Program Meeting 5-7-13

Proposal:

The MAEL Program Faculty recommend that applications for the degree option in MAEL be suspended effective summer 2013 until further notice. The rationale for this recommendation includes:

- Program enrollment has not met targeted goals since its inception in 2010. For the 2012-13 academic year, only four new students enrolled for the degree option. To date, there have only been four program completers. Another nine program completers are expected at the end of summer 2013.

- Discussions regarding alternative educational/organizational leadership degree options that do not require NJDOE and/or CAEP certification are being explored. An SOE needs survey regarding graduate level leadership program community needs is being planned for spring/summer 2013.

- An expected new NJDOE certification program for "Teacher Leader" is being considered as part of our program offerings beginning fall 2013 with full program implementation expected for fall 2014.

We further recommend that we continue the principal endorsement option for those students having relevant Master's Degrees (or enrolled through Stockton's MAED Program) as currently available through our curriculum (either 30 credits or 18 credits).

Discussion Items:

The following areas have been identified for further discussion as the program transitions:

1. The MAEL presently has 20 students enrolled. Nine students should complete their respective degree requirements by August 2013. For the 11 remaining students, will accommodations be made to allow for two, three, or four students to take a course in order to complete their respective degree requirements within a year, or so (two to three semesters, not including summers)? (Students will be "strongly" encouraged to take a specific course when it is offered during this year- to year-and-a-half- period.)

2. Three courses in the MAEL program have equivalent courses in the MAED program. These are:

    a. EDUC 6131 and EDUC 5415;
    b. EDUC 6132 and EDUC 6110; and
    c. EDUC 6133, EDUC 5420, and EDUC 5337.

    For students enrolled in the principal certification program or in the supervisor and principal certification program, which of the respective equivalent courses will be offered? In addition to the emphasis on understanding curriculum and/or assessment, will an emphasis be placed on leadership – leading the curriculum and/or assessment process in a school?

3. For students who possess a Master's degree, and are enrolled in the principal certification program or in the supervisor and principal certification program, do they have to take a research

class and complete a Capstone (action research) requirement? What will happen to EDUC 6134, Research for Education Leaders?
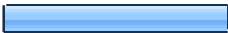
4. How and when will we communicate the change to faculty, staff, and students?

5. Proposed timetable for suspending current MAEL Program and only offering Principal Certification endorsement:

   a. May 2013: Program and SOE Faculty vote and make recommendation to dean
   b. June-July 2013: complete Annual Report for MAEL and identify draft program plan for redesign of principal endorsement as part of MAED degree
   c. August-Sept 2013: begin advertisement/marketing

6. Discussion of hybrid course offerings for MAED and Principal Certification.

7. Develop task force to develop alternative MAEL that doesn't require NJDOE or CAEP certification process.

8. Discuss needs survey regarding organizational leadership needs in community, educational, health services, and corporate environments.

MAEL Completion Survey- 2012-13 Responses Total N = 3 (out of 4)

1. What areas are you certified to teach?

		Response Percent	Response Count
Preschool-Grade 3		33.3%	1
K-5		**100.0%**	**3**
Middle School Math		33.3%	1
Middle School Science		0.0%	0
Middle School English Language Arts		0.0%	0
Middle School Social Studies		0.0%	0
Art		0.0%	0
English		33.3%	1
Math		**100.0%**	**3**
Science		33.3%	1
Social Studies		33.3%	1
World Language		0.0%	0
Students with Disabilities		66.7%	2
Other, please specify		0.0%	0
	answered question		3
	skipped question		0

2. How did you hear about the MAEL Program? (select all that apply)

		Response Percent	Response Count
My School or Employer		0.0%	0
Graduate Studies Mailing or Flyer		0.0%	0
Radio or TV Advertisement		33.3%	1
Stockton Faculty Member		0.0%	0
Stockton Website		**66.7%**	**2**
Other, please specify		0.0%	0
		answered question	3
		skipped question	0

3. Has your participation in the MAEL Program at Stockton prepared you to create or develop:

	Yes	No	Undecided	Rating Average	Response Count
an ethical and productive school culture	**66.7% (2)**	0.0% (0)	33.3% (1)	1.67	3
Please explain					1
an effective instructional program	33.3% (1)	0.0% (0)	**66.7% (2)**	2.33	3
Please explain					1
a comprehensive professional staff development plan	**33.3% (1)**	**33.3% (1)**	**33.3% (1)**	2.00	3
Please explain					1
a safe and efficient learning environment	33.3% (1)	0.0% (0)	**66.7% (2)**	2.33	3
a profitable collaboration with families and other community members	33.3% (1)	0.0% (0)	**66.7% (2)**	2.33	3
Please explain					1
the capacity to serve diverse community interests and needs	**66.7% (2)**	0.0% (0)	33.3% (1)	1.67	3
Please explain					1
the ability to mobilize the community's resources in support of the schools goals	**66.7% (2)**	0.0% (0)	33.3% (1)	1.67	3
Please explain					1
the ability to deal with uncertainty and ambiuity	**100.0% (3)**	0.0% (0)	0.0% (0)	1.00	3
the ability to think strategically	**100.0% (3)**	0.0% (0)	0.0% (0)	1.00	3
the ability to be a more reflective teacher	**100.0% (3)**	0.0% (0)	0.0% (0)	1.00	3
				Please explain	0

4. Stockton's MAEL Program increased my ability to--

	Strongly agree	Agree	Disagree	Strongly disagree	Rating Average	Response Count
lead a common vision of learning in the school community	33.3% (1)	**66.7% (2)**	0.0% (0)	0.0% (0)	1.67	3
lead a climate and culture conducive to student learning and staff professional growth	33.3% (1)	**66.7% (2)**	0.0% (0)	0.0% (0)	1.67	3
lead a safe and effective environment for learning	33.3% (1)	**66.7% (2)**	0.0% (0)	0.0% (0)	1.67	3
lead the mobilization of resources, response to diverse needs, and collaboration with families and communities	**33.3% (1)**	**33.3% (1)**	**33.3% (1)**	0.0% (0)	2.00	3
lead with integrity and fairness	**66.7% (2)**	33.3% (1)	0.0% (0)	0.0% (0)	1.33	3
lead with a perspective of the larger political, social, economic and legal context	**66.7% (2)**	33.3% (1)	0.0% (0)	0.0% (0)	1.33	3
use technology to strengthen learning experiences	33.3% (1)	**66.7% (2)**	0.0% (0)	0.0% (0)	1.67	3
create an environment of respect and rapport	33.3% (1)	**66.7% (2)**	0.0% (0)	0.0% (0)	1.67	3
communicate clearly and accurately	33.3% (1)	**66.7% (2)**	0.0% (0)	0.0% (0)	1.67	3
demonstrate flexibility and responsiveness	33.3% (1)	**66.7% (2)**	0.0% (0)	0.0% (0)	1.67	3
maintain accurate records	**33.3% (1)**	**33.3% (1)**	0.0% (0)	**33.3% (1)**	2.33	3
understand my values and beliefs	**66.7% (2)**	33.3% (1)	0.0% (0)	0.0% (0)	1.33	3
develop a network of peers	**66.7% (2)**	33.3% (1)	0.0% (0)	0.0% (0)	1.33	3
understand the role of policy in education	33.3% (1)	**66.7% (2)**	0.0% (0)	0.0% (0)	1.67	3

understand the decision making process	33.3% (1)	**66.7% (2)**	0.0% (0)	0.0% (0)	1.67	3
demonstrate knowledge of leadership resources	33.3% (1)	**66.7% (2)**	0.0% (0)	0.0% (0)	1.67	3
reflect on professional practice	**66.7% (2)**	33.3% (1)	0.0% (0)	0.0% (0)	1.33	3
communicate with stakeholder groups	**33.3% (1)**	**33.3% (1)**	**33.3% (1)**	0.0% (0)	2.00	3
contribute to the school and district	33.3% (1)	**66.7% (2)**	0.0% (0)	0.0% (0)	1.67	3
					answered question	**3**
					skipped question	**0**

5. Please indicate which of the following you have practiced as part of your MAEL graduate studies at Stockton:

		Response Percent	Response Count
searched for professional literature on-line		**100.0%**	**3**
explored resources available in the Stockton Library		66.7%	2
researched educational topics beyond the scope of MAEL coursework		66.7%	2
critically evaluated professional literature		33.3%	1
attended a professional conference		**100.0%**	**3**
presented a paper, workshop, or poster session at a professional conference		66.7%	2
worked as a graduate assistant		0.0%	0
Other		0.0%	0
		answered question	**3**
		skipped question	**0**

6. Would you be interested in pursuing an interdisciplinary doctoral level program in leadership   if offered at Stockton?

		Response Percent	Response Count
Yes		**66.7%**	**2**
No		33.3%	1
Maybe		0.0%	0
Other, please specify		0.0%	0
		answered question	3
		skipped question	0

7. Please select any of the following professional activities you have done while completing the MAEL Program:

		Response Percent	Response Count
Served on a professional committee related to the teaching profession		**100.0%**	**2**
Obtained a leadership position in the teaching profession		50.0%	1
Obtained National Board for Professional Teaching Standard certification		0.0%	0
Authored a textbook		0.0%	0
Authored school curriculum		0.0%	0
Other, please specify		0.0%	0
		answered question	2
		skipped question	1

3

1

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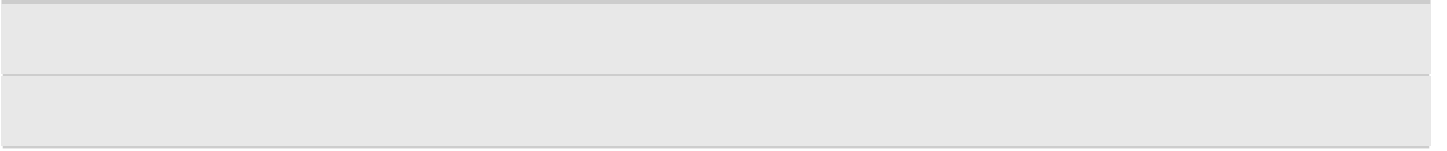
MAEL Program Completer's and NJ School Leader Licensure Assessment and School Superintendent Assessment Scores

Z Number	Name	Program Completion		SLLA Score*	Pass/Fail
		MAEL	Sum 2012	191	P
		MAEL	Sum 2012	178	P
		MAEL	Sum 2012	189	P
		MAEL	Sum 2012	179	P
			Avg.	**184.25**	
		MAEL	Sum 2013	179	P
		MAEL	Sum 2013	186	P
		MAEL	Sum 2013	180	P
		MAEL	Sum 2013	173	P
		MAEL	Sum 2013	160	F
		MAEL	Sum 2013	152	F
		MAEL	Sum 2013	180	P
			Avg.	**172.86**	
			Cum Avg.	**178.55**	

A total of eleven MAEL students have taken the SLLA test as of 6-5-13
* out of 200. 163 is passing.

School Superintendent Assessment Test Scores

Z Number	Name	Program	Term	SSA Score*	Pass/Fail
		MAEL	Sum 2013	179	P
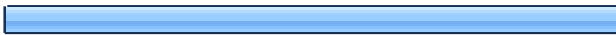
Out of 200 points. 160 is passing

as of 6-5-13

MAELCurrent Student Survey- Spring 2013
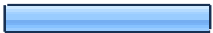
1. Which of the following program options are you in?

	Response Percent	Response Count
MAEL Degree (36 credits with Supervisor and Principal Certifications)	**76.9%**	**10**
Supervisor and Principal Endorsement for Qualified Masters Degree Holders (30 credits)	0.0%	0
Principal Endorsement for Supervisory Endorsement Holders (18 credits)	23.1%	3
	answered question	13
	skipped question	0

2. Is the program option you indicated in Question One the same program option to which you were admitted?

		Response Percent	Response Count
Yes		**92.3%**	**12**
No		7.7%	1
	Other (If no, please explain)		1

3. How many courses did you take during your most recent semester (term)?

		Response Percent	Response Count
1 course		30.8%	4
2 courses		**61.5%**	**8**
3 courses		7.7%	1
4 courses		0.0%	0
		answered question	13
		skipped question	0

4. As of the most recent semester (term), how many courses have you successfully completed in the MAEL program? Do not include transfer credits.

		Response Percent	Response Count
1 - 2 courses		7.7%	1
3 - 5 courses		30.8%	4
6 - 9 courses		7.7%	1
over 9 courses		**53.8%**	**7**
		answered question	13
		skipped question	0

5. Gender?

		Response Percent	Response Count
Female		**61.5%**	**8**
Male		38.5%	5
		answered question	13
		skipped question	0

6. Age?

		Response Percent	Response Count
30 or under		23.1%	3
31-40		**38.5%**	**5**
41-50		15.4%	2
51-60		23.1%	3
60 or more		0.0%	0
		answered question	13
		skipped question	0

13
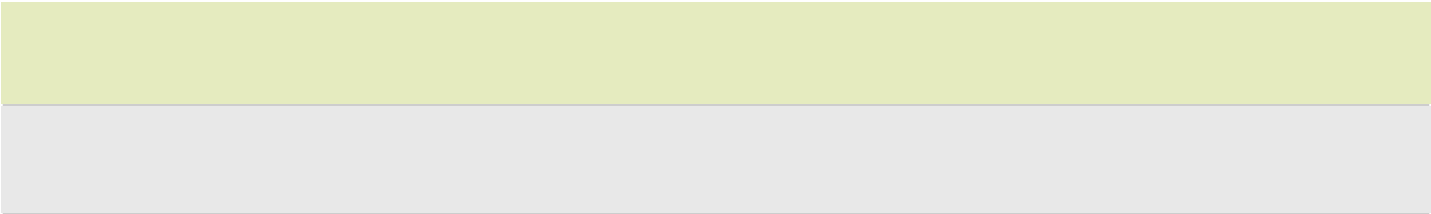
13
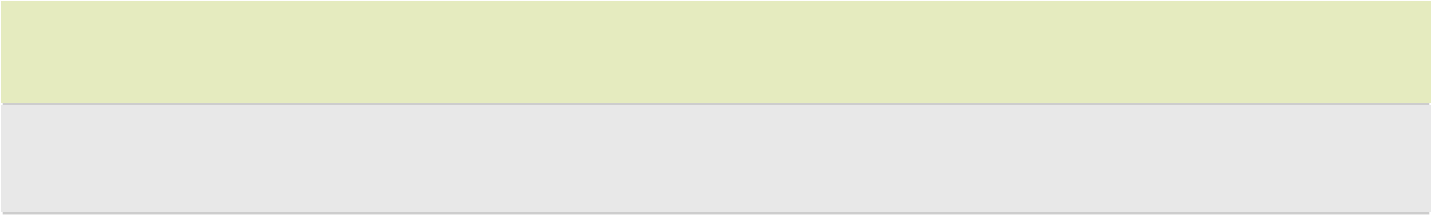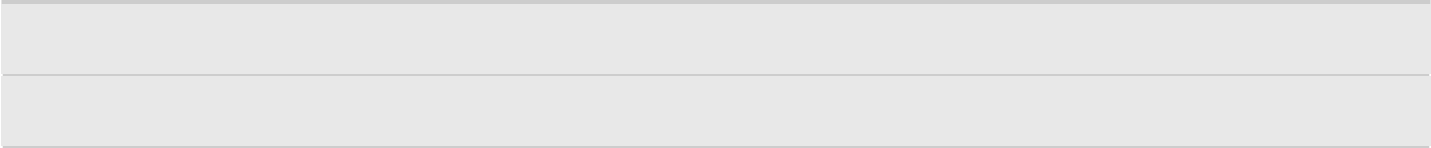
12

10. Standard 1: An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Collaboratively develop and implement a shared vision and mission	0.0% (0)	0.0% (0)	0.0% (0)	46.2% (6)	**53.8% (7)**	4.54	13
Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning	0.0% (0)	0.0% (0)	15.4% (2)	**61.5% (8)**	23.1% (3)	4.08	13
Create and implement plans to achieve goals	0.0% (0)	0.0% (0)	0.0% (0)	**61.5% (8)**	38.5% (5)	4.38	13
Promote continuous and sustainable improvement	0.0% (0)	0.0% (0)	0.0% (0)	**53.8% (7)**	46.2% (6)	4.46	13
Monitor and evaluate progress and revise plans	0.0% (0)	0.0% (0)	0.0% (0)	**53.8% (7)**	46.2% (6)	4.46	13
					answered question		**13**
					skipped question		**0**

11. Standard 2: An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Nurture and sustain a culture of collaboration, trust, learning, and high expectations	0.0% (0)	0.0% (0)	0.0% (0)	46.2% (6)	**53.8% (7)**	4.54	13
Create a comprehensive, rigorous, and coherent curricular program	0.0% (0)	0.0% (0)	15.4% (2)	**53.8% (7)**	30.8% (4)	4.15	13
Create a personalized and motivating learning environment for students	0.0% (0)	7.7% (1)	0.0% (0)	**46.2% (6)**	**46.2% (6)**	4.31	13
Supervise instruction	0.0% (0)	7.7% (1)	0.0% (0)	**46.2% (6)**	**46.2% (6)**	4.31	13
Develop assessment and accountability systems to monitor student progress	0.0% (0)	7.7% (1)	15.4% (2)	30.8% (4)	**46.2% (6)**	4.15	13
Develop the instructional and leadership capacity of staff	0.0% (0)	7.7% (1)	0.0% (0)	38.5% (5)	**53.8% (7)**	4.38	13
Maximize time spent on quality instruction	0.0% (0)	7.7% (1)	0.0% (0)	38.5% (5)	**53.8% (7)**	4.38	13
Promote the use of the most effective and appropriate technologies to support teaching and learning	0.0% (0)	0.0% (0)	15.4% (2)	**53.8% (7)**	30.8% (4)	4.15	13
Monitor and evaluate the impact of the instructional program	0.0% (0)	0.0% (0)	23.1% (3)	30.8% (4)	**46.2% (6)**	4.23	13
					answered question		**13**
					skipped question		**0**

12. Standard 3: An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Monitor and evaluate the management and operational systems	0.0% (0)	7.7% (1)	15.4% (2)	**53.8% (7)**	23.1% (3)	3.92	13
Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources	0.0% (0)	7.7% (1)	15.4% (2)	**53.8% (7)**	23.1% (3)	3.92	13
Promote and protect the welfare and safety of students and staff	0.0% (0)	7.7% (1)	7.7% (1)	38.5% (5)	**46.2% (6)**	4.23	13
Develop the capacity for distributed leadership	0.0% (0)	0.0% (0)	15.4% (2)	**46.2% (6)**	38.5% (5)	4.23	13
Ensure teacher and organizational time is focused to support quality instruction and student learning	0.0% (0)	8.3% (1)	8.3% (1)	**41.7% (5)**	**41.7% (5)**	4.17	12
					answered question		**13**
					skipped question		**0**

13. Standard 4: An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Collect and analyze data and information pertinent to the educational environment	0.0% (0)	7.7% (1)	15.4% (2)	**53.8% (7)**	23.1% (3)	3.92	13
Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources	0.0% (0)	0.0% (0)	0.0% (0)	**84.6% (11)**	15.4% (2)	4.15	13
Build and sustain positive relationships with families and caregivers	0.0% (0)	0.0% (0)	15.4% (2)	**61.5% (8)**	23.1% (3)	4.08	13
Build and sustain productive relationships with community partners	0.0% (0)	0.0% (0)	15.4% (2)	**53.8% (7)**	30.8% (4)	4.15	13
					answered question		**13**
					skipped question		**0**

14. Standard 5: An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Ensure a system of accountability for every student's academic and social success	0.0% (0)	0.0% (0)	15.4% (2)	38.5% (5)	**46.2% (6)**	4.31	13
Model principles of self-awareness, reflective practice, transparency, and ethical behavior	0.0% (0)	0.0% (0)	0.0% (0)	23.1% (3)	**76.9% (10)**	4.77	13
Safeguard the values of democracy, equity, and diversity	0.0% (0)	0.0% (0)	7.7% (1)	**46.2% (6)**	**46.2% (6)**	4.38	13
Consider and evaluate the potential moral and legal consequences of decision-making	0.0% (0)	0.0% (0)	0.0% (0)	38.5% (5)	**61.5% (8)**	4.62	13
Promote social justice and ensure that individual student needs inform all aspect of schooling	0.0% (0)	0.0% (0)	0.0% (0)	46.2% (6)	**53.8% (7)**	4.54	13
					answered question		**13**
					skipped question		**0**

15. Standard 6: An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Rating Average	Rating Count
Advocate for children, families, and caregivers	0.0% (0)	7.7% (1)	23.1% (3)	**38.5% (5)**	30.8% (4)	3.92	13
Act to influence local, district, state, and national decisions affecting student learning	0.0% (0)	7.7% (1)	7.7% (1)	**46.2% (6)**	38.5% (5)	4.15	13
Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies	0.0% (0)	15.4% (2)	0.0% (0)	30.8% (4)	**53.8% (7)**	4.23	13
					answered question		**13**
					skipped question		**0**

Completion Date: 5/1/13 MS