

**Goals from Academic Year 2013-14**

**1. Continue to develop and seek approval of new four year degree paths that lead to a bachelor's degree and teacher certification within other Programs on campus**

The TEDU Program now has several paths leading to certification beyond the post-bacc option including 2 new paths for 13-14. Degrees w/concentrations now include: math, marine science\*, history, literature, political science\*, physics, and psychology (\* Asterisk indicates programs that are new for 13-14). In addition, we have two LIBA paths first created in 12-13 including elementary and language arts/ social studies. The College Bulletin & CAPP system now reflects these new options for students seeking teacher certification.

**2. Continue initiatives to capture FTF interest in Teacher Education**

- a. Offering of freshmen seminar courses
- b. Utilization of a tracking mechanism to determine interest in TEDU
- c. Discuss possibility of outreach to area high schools (particularly those with articulation agreements w/RSC BA Programs)

The TEDU Program has created and implemented a new freshmen seminar course, GSS 1072 *Pathways to Learning*. Two sections are offered every fall beginning in Fall 2012. As of Fall 2014, we have increased our offerings with 3 sections available to freshmen.

Several tracking mechanisms have been implemented by TEDU as a way to gauge interest in TEDU. They include: a new option on the admission application for Stockton, an interest sheet filled out and collected during freshmen and transfer orientation (collected and maintained by SOE), and a new attribute within the Banner system allowing us to track TEDU students prior to taking formal certification coursework (see data later in report).

Outreach efforts by TEDU have focused on increasing interest in teaching as a career. Two program faculty have begun work with the Tomorrow's Teachers Program. This program offers high school level classes in the area of education that can be transferred for college credit at Stockton. Preliminary work has taken place during this past academic year and will continue into the next academic year with the goal of establishing courses that link HS to college-level study.

**3. Continue work to create a Banner-based system to aggregate data on TEDU students.**

Discoverer reports are now accessible by the Program Coordinator for incoming students as well as active students in the certification course sequence. Data is shared later in this report.

**4. Continue articulation with Academic Advising to update and revise advising documents including:**

- a. Assigning of TEDU preceptors (see #5)
- b. Creation and review of CAPP Audit
  - i. For new BA degrees w/TEDU concentrations
  - ii. For teacher certification

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The TEDU Program has continued to work collaboratively with Academic Advising to address our new advising needs with the creation of new degree paths. CAPP audits now exist for all degrees w/concentrations in education as well as both LIBA paths. Exit Survey data on program completers during Spring 14 relating to this is supportive of this finding with 81% of respondents feeling satisfied or very satisfied with advisement materials (m=3.98 on a Likert scale of 1-5 from unsatisfied to very satisfied).

### **5. Revise advising practices of TEDU Program**

- a. Utilization of a Preceptor 1 and 2 system to allow for the assignment of TEDU faculty preceptors earlier than entrance into the TEDU Program sequence**
- b. Review information workshop and orientation during Ed Psychology practices for possible change or removal**

With the help of Academic Advising, there is now a new system in place that allows for different designations of preceptors. "Major Advisor Degree 1" and "Major Advisor Degree 2" are used in cases where a student has a first degree area with a concentration. In the case of the LIBA degrees, EDUC faculty and/or staff advisor serve as Major Advisor Degree 1 and no second advisor is needed. A third designation, "Education Advisor", is used for four-year programs where the student is pursuing a first major and certification-only (HIST, LITT, MATH, PSYC, etc.) Beyond revision to the designations, the TEDU Program now follows a more traditional precepting process. In the past, TEDU has used group advisement where a student may see any TEDU faculty member for advisement. This academic year was the first time students saw their assigned preceptors. Preceptees were directed to their assigned faculty and met one-on-one with preceptees. With the new designation system for preceptees, students can now seek advisement from a faculty member or staff advisor well before the formal certification courses. Data from the TEDU Program Exit Survey given to program completers at the end of their program are supportive of this shift (mean 3.94 on a Likert scale of 1-5 from no value to of great value) for Spring 14 feeling their assigned preceptor was of some or great value to them.

The TEDU Program spent the past year reviewing and revising the structure that required Educational Psychology and a 40 hour field experience (PSYC 3391 or PSYC 3890-FW only) for entry into the TEDU Program. Faculty decided that as of Spring 2014, a new zero-credit hybrid course called EDUC 3000- *Gateway to the NJ Teaching Profession* would serve as a new prerequisite for entry into the professional education course sequence (Intro, Intermediate, & Student Teaching). This course, similar to existing fieldwork courses in structure and layout, replaces the 40 hour fieldwork experience previously tied to PSYC 3391. Educational Psychology remains a required course as part of the TEDU Program but no longer serves as a prerequisite course.

### **6. Review current policies and procedures for adjuncts including consideration for structure and set up for monitoring of performance via observation**

The TEDU Program utilizes "lead faculty" for the purpose of monitoring and supporting adjunct instruction. This past year, a lead faculty member was designated for all required EDUC courses where adjuncts were utilized. Lead faculty members are in regular contact with adjuncts, hold meetings as needed to revisit course structure, and serve as mentors in the case of newer adjuncts. To date, there is no formal observation structure system in place

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though faculty can choose to observe adjuncts if it is requested. At this time, the TEDU Program does not utilize a formal observation system similar to what is done for full time faculty. It was decided this system was not necessary with the “lead faculty” model.

### **7. Begin creating template syllabi for all program courses to ensure consistency across all TEDU courses**

As of the end of this academic year, all TEDU professional education sequence courses within the two semesters leading to student teaching (Intro & Intermediate) have aligned syllabi to ensure parity among multiple sections of a course. A strong link between designated lead faculty members and adjuncts is present that helps to maintain consistency among multiple sections.

Professional requirement courses, though not part of the certification courses, offer important foundational content. Those maintained within SOE include:

- EDUC 1515 Diversity in Families, Schools & Communities
- EDUC 2241 Educating Students w/Special Needs
- EDUC 3000 Gateway (*new as of Spring 14*)
- INTC 2610 Instructional Technology for K-12 Teachers

Each course is at varied stages of review. All are reviewed regularly by Program faculty. However, there is no formal template in place to date. As the TEDU Program works to re-align to CAEP (versus TEAC) standards and consider the collection of course-based evidence of candidate abilities via “signature assignments”, this topic will be revisited.

### **8. Update Student Teaching documentation to align with the Danielson 2011 Framework for Teachers including all forms**

All student teaching documentation has been revised to align to Danielson 2011 Framework for Teachers as of Fall 2013. Major shifts included:

- Revision of component titles and descriptors within each of four domains of Danielson for all formal observation, midterm, and final evaluation forms.
- Revision of rating system to match Danielson Framework- Ratings is now completed at the component level for each of the 22 components to match the 2011 Danielson rubric (versus scoring at the element level with as many as 70+ scores).

### **9. Integrate cooperating teacher feedback on candidates into TEDU Program's assessment practices including:**

- a. Formalization and digital collection of Introductory and Intermediate Fieldwork Feedback forms from cooperating teachers**
- b. Integration of cooperating teaching feedback during the Student Teaching semester including the Mid- and Final-Evaluation Form**
  - i. Training cooperating teachers via an online module on the use of Danielson's Framework**
  - ii. Digital collection of cooperating teacher Mid- and Final-Evaluation Form**

Focus over the past academic year has been to work on the collection of program-related data via digital collection. This task has begun with some work remaining. The first noted above,

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has to do with the formal observation forms collected at the end of the Introductory and Intermediate Fieldwork experiences. Both forms were revised this past academic year, to more closely align to program practices. However, they have yet to be collected digitally. A major element to this has to do with the logistics of setup and distribution. Cooperating teachers' email addresses and a digital version of the form is necessary to make this possible. It is also essential that program faculty have the ability review these forms prior to posting grades for fieldwork courses. (This is an important mechanism for ensuring program quality.) This item will be continued as a goal item for the coming academic year.

The digital collection of cooperating teacher observations including the mid- and final-evaluation has been accomplished as of Spring 2014. Program Faculty review and approved a new "teacher-friendly" version of cooperating teacher evaluations that is aligned with the 2011 Danielson Framework. These forms are housed and distributed via Taskstream's survey tool. To date, the updated forms have proved useful. The TEDU Program will continue to refine our data collection method by adjusting Taskstream-based collection of data to be similar to college supervisor methods (via a Taskstream DRF).

- 10. Discuss areas of weakness from the TEDU Program Exit Survey and how they can be addressed with a plan of action for each area identified**
- a. Special needs**
  - b. ESL**
  - c. Collaboration**

Each of the areas noted above were targeted by faculty for review based on program set standards for data collected via the program completer Exit Survey. For all prompts, a mean score of 3 (well prepared) or higher on a 4-point scale is utilized as the program "cut-off". In each case, the mean scores were below established cut-off scores. Actions taken included the following:

- **Collaboration-** Wording from the Exit Survey itself was found to be inappropriate for pre-service level students. Wording on survey was adjusted and utilized as of Fall 13. Data reviewed since this revision has reflected an improvement for all questions prompts. (Question 11 of Exit Survey for Fall 13 & Spring 14)
- **ESL-** Faculty has created and begun the implementation of an integration plan to infuse ESL-related topics into professional education courses beginning with EDUC 3000 (Gateway) and running through student teaching. The proposed integration of topics was reviewed in Fall 13 and has begun to be implemented in Spring 14. Revisions to curriculum will not be fully reflected until the next academic year (since students typically take at least 3 semesters from when they take Gateway to complete the TEDU certification course sequence). Data from this past academic year continues to support the need for the infusion of ESL/BE related topics with one of four prompts having a mean value below the program-set cut off (see Question 9 of the Exit Survey for Fall 13 & Spring 14 related to teaching-relates strategies for ESL/BE children).
- **Special needs-** Faculty has discussed the need for additional exposure to techniques related to special needs. Several actions have taken place over the past academic year:
  - A tenure-track faculty member now teaches a section of EDUC 2241 (Educating Students w/Special Needs) and collaborates with adjuncts on course topics and structure

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- Faculty have been designated to a Special Needs Taskforce that will work during the 14-15 year to create an integration plan on the infusion of special needs topics within the teacher certification sequence courses beginning with EDUC 3000 (Gateway) and running through student teaching.
- Lead faculty and adjuncts met at the end of Spring 14 to review and update the required EDUC 2241 course. Changes will be implemented for Fall 14.
- A new faculty member has been hired with a specialty in special education to assist with program curriculum and course offering. (This faculty member replaces the recent retirement of two faculty members in the area of special education.) Additional course offering are being explored for the coming academic year.

Means for two of four areas for question 15 of the Exit Survey continue to be below program standard including responses related to special education law and familiarity/understanding of an IEP for Spring 14. Actions noted above are justified and should be maintained for the coming academic year based on data reviewed.

### **11. Monitor and continue to align TEDU Program practices with K-12 teacher evaluation practices as the implementation of state-mandated teacher evaluation frameworks take effect (13-14 school year)**

The TEDU Program continues to monitor K-12 teacher evaluation practices related to the implementation of AchieveNJ legislation (see <http://www.state.nj.us/education/AchieveNJ/teacher/> ). The use of one of the state-approved teacher evaluation models, Danielson Framework, serves as a valuable tool since it mirrors state practices. Anecdotal evidence shared via cooperating teachers revealed that in many cases program candidates have been able to support and assist teachers' transition to this new evaluation model for schools selecting the Danielson evaluation model.

### **12. Monitor and consider how to adjust TEDU Program practices to align to upcoming revisions to NJDOE legislation related to teacher preparation programs and teacher licensure**

NJDOE has legislation pending that will directly impact TEDU Program practices. Each item that is to be implemented is summarized below with the actions taken by the program to date. For a full list including implementation schedule see:

<http://www.state.nj.us/education/code/proposed/title6a/chap9tp.pdf> (link provided on NJDOE's website at <http://www.state.nj.us/education/code/proposed/>) or <http://www.nj.gov/education/educators/rpr/preparation/>

- **GPA requirement for entry into a teacher certification program**-NJDOE plans a shift from a 2.75 GPA requirement to a "cohort" average of 3.0 as of 9/1/15. The TEDU Program has chosen to do an early adoption of the 3.0 GPA requirement for ALL students effective 9/1/14. Students will, however, be given the option to appeal for entry into the professional education sequence. The cohort average will be monitored to ensure the cohort average requirement is met.
- **GPA requirement for licensure**- The GPA is scheduled to shift from a minimum 2.75 to a 3.0 GPA effective for those candidates graduating after 9/1/16. As noted above, the TEDU Program is adopting a 3.0 GPA requirement for entry into the professional

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education course sequence as of Fall 14. At that time, any student that appeals for entry will be warned of the upcoming change in state legislation for licensure. In any case where a student falls below a 3.0 GPA, a warning will be issued to the student to alert them to the fact that it can delay teacher licensure regardless of TEDU Program completion.

- **Basic skills test requirement-** The Praxis Core test or equivalent SAT/ACT score is to be mandated for all teacher preparation programs as an entrance requirement effective 9/1/15. The TEDU Program already instituted this requirement so no change was needed. However, state established passing scores for Praxis Core or equivalent SAT/ACT will be utilized upon state adoption.
- **Performance-based assessment of student teachers-** This measure is slated for those graduating after 9/1/16 with 15-16 serving as a voluntary pilot year. Currently, the TEDU Program is awaiting further information from the state on assessment options that will be available.
- **Annual submission of an Educational Preparation Program (EPP) report-** Beginning in Spring 2014, all EPPs are required to submit a report of program practices including performance data of graduates, certification areas, and employment/placement rates. The first of these annual reports, now required every Spring, was prepared by the Program Coordinator with the assistance of the Dean of Education and support of SOE staff. In some cases, items on the report were generated directly by NJDOE. In such cases, data was not provided directly to our program to allow for verification of the report. These items of concern were raised by the Dean of Education at a state meeting. It is our hope that NJDOE will be able to provide more details on data reported to assist in the accuracy of future EPP reports. For a copy of the submitted report go to:  
<http://www.nj.gov/education/educators/rpr/preparation/providers/>

### 13. Monitor and consider how to align the TEDU Program to upcoming CAEP Standards

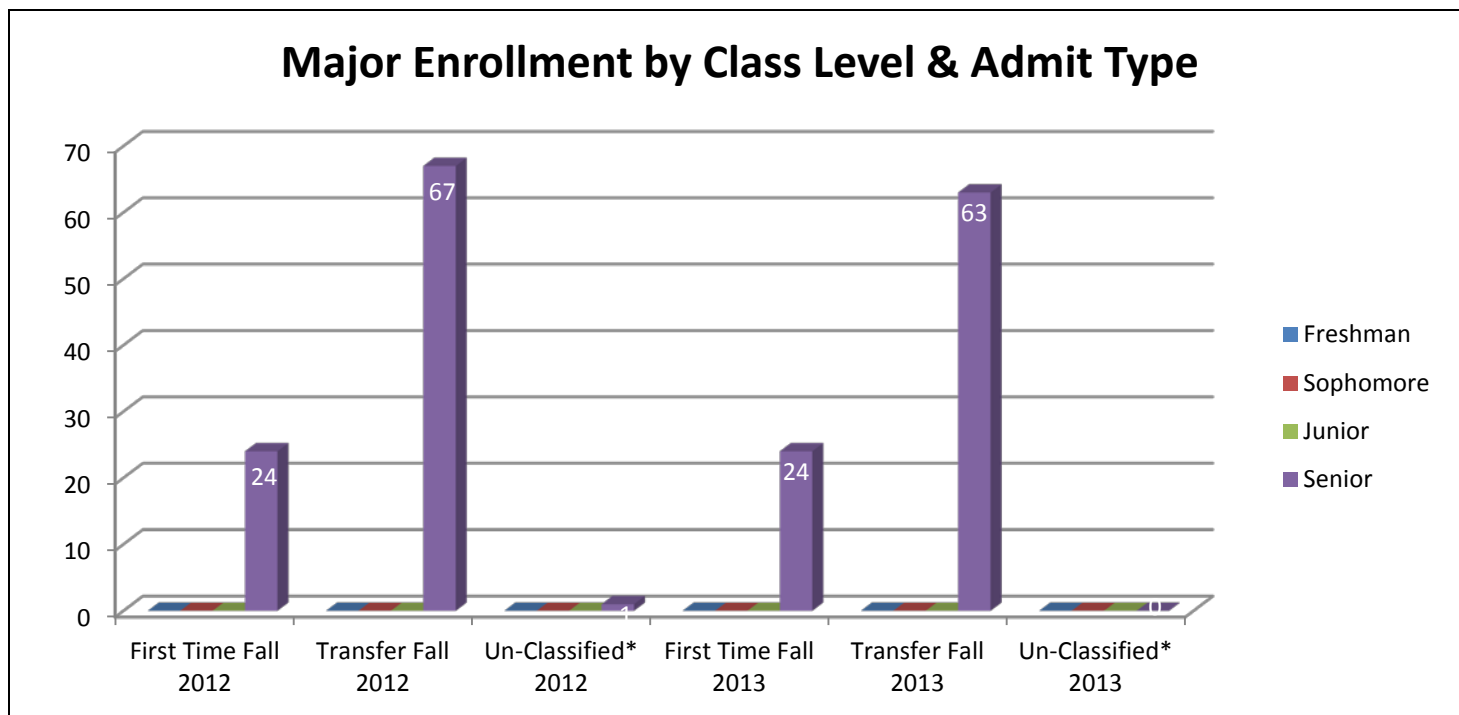
CAEP has newly adopted standards as of August 2013 that are used to regulate teacher preparation programs. These standards will take the place of separate TEAC and NCATE standards. CAEP has already begun the process of shifting to new practices including the revision of the annual report structure. The TEDU Program, beginning this past academic year, was required to prepare an annual report in Spring 2014 that reflected the previous year's program completers (12-13 academic year). This report was prepared and submitted by the Program Coordinator with the assistance of several personnel both within and beyond the SOE. Data requested as part of this report was discussed by the TEDU faculty to help assess how these new standards will impact current program practices in Spring 14. Additional work is slated for the 14-15 academic year to align the TEDU Program to CAEP standards and analyze current practices for gathering evidence on program graduate competencies.

More information can be found at: <http://caepnet.org/accreditation/standards/>

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### Fall Undergraduate Enrollment<sup>1</sup>

Chart 1



|               | Fall 2012  |          |                | Fall 2013  |            |                |      |
|---------------|------------|----------|----------------|------------|------------|----------------|------|
|               | First-Time | Transfer | Un-Classified* | First-Time | Transfer   | Un-Classified* |      |
| Major Program | Freshman   | 0        | 0              | 0          | Freshman   | 0              | 0    |
|               | Sophomore  | 0        | 0              | 0          | Sophomore  | 0              | 0    |
|               | Junior     | 0        | 0              | 0          | Junior     | 0              | 0    |
|               | Senior     | 24       | 67             | 1          | Senior     | 24             | 63   |
| School        | First-Time |          |                |            | First-Time |                |      |
|               | Freshman   | 0        | 0              | 0          | Freshman   | 0              | 0    |
|               | Sophomore  | 0        | 0              | 0          | Sophomore  | 0              | 0    |
|               | Junior     | 0        | 0              | 0          | Junior     | 0              | 0    |
| Senior        | 24         | 67       | 1              | Senior     | 24         | 63             |      |
| College       | First-Time |          |                |            | First-Time |                |      |
|               | Freshman   | 1,221    | 253            | 8          | Freshman   | 1228           | 276  |
|               | Sophomore  | 829      | 652            | 9          | Sophomore  | 910            | 634  |
|               | Junior     | 680      | 1,348          | 10         | Junior     | 754            | 1371 |
|               | Senior     | 748      | 1,571          | 9          | Senior     | 798            | 1512 |
| Non-Matric    | 2          | 7        | 65             | Non-Matric | 12         | 5              |      |
|               |            |          |                |            |            |                | 31   |

<sup>1</sup> Undergraduate enrollment includes those students that are enrolled in the Undergraduate Preparation for the Health Professions. Although the Preparation for the Health Professions is housed in the School of Graduate & Continuing Studies, the students are enrolled as undergraduate students in credit-bearing courses. Dual Enrollment students are not included in undergraduate totals.

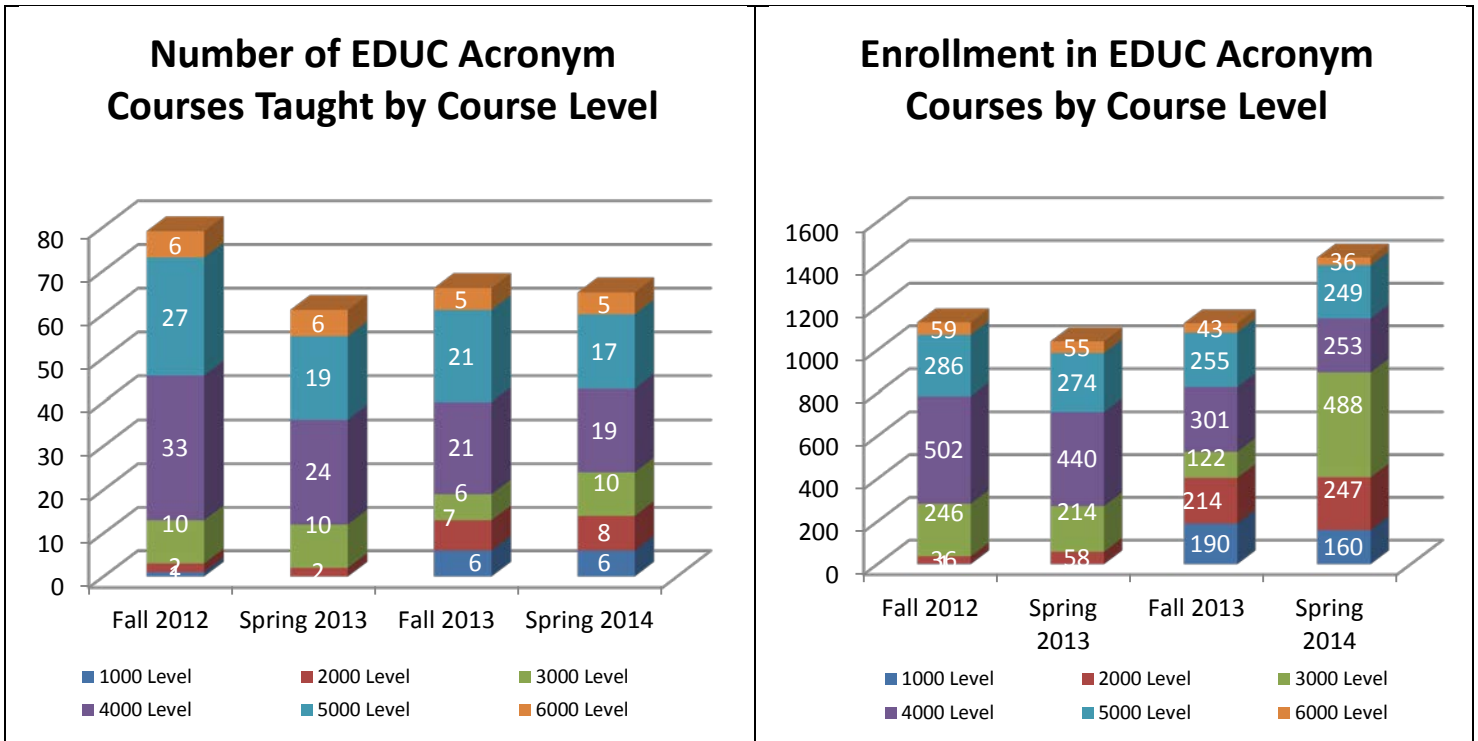
\*Those students labeled as unclassified began their undergraduate studies at The Richard Stockton College of NJ with an admit code of "other," which is a student who did not go through the application/admission process and may or may not have received transfer credits from another institution.

SOURCE: SURE Enrollment Files fall 2012, 2013 and Student Demo Files fall 2012, 2013

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## Summary of EDUC Acronym Courses Taught by All Faculty

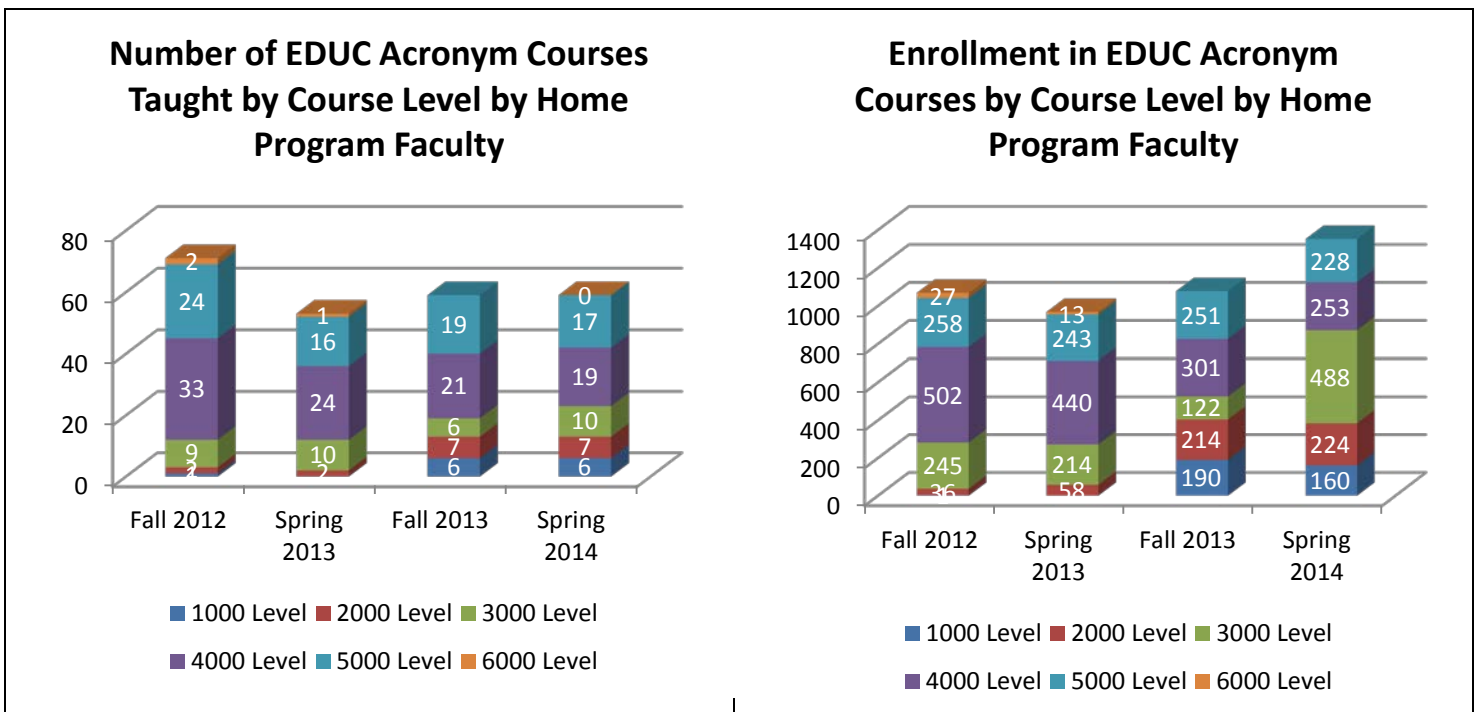
Chart 2



NOTE: Courses taught refers to all courses with this acronym and may include courses taught by faculty members outside of this home program

## Summary of Courses Taught by Home Program Faculty

Chart 3





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SOURCE: Faculty Workload Raw Data Reports fall 2012, 2013 and spring 2013, 2014

### Summary of Courses Taught by Home Program Faculty

| Total Course Enrollments | Fall 2012          |                     |                            |                         | Spring 2013        |                     |                            |                         | Fall 2013          |                     |                            |                         | Spring 2014*       |                     |                            |                         |
|--------------------------|--------------------|---------------------|----------------------------|-------------------------|--------------------|---------------------|----------------------------|-------------------------|--------------------|---------------------|----------------------------|-------------------------|--------------------|---------------------|----------------------------|-------------------------|
|                          | # Sessions Offered | # Students Enrolled | # Regular Faculty Teaching | # Adj. Faculty Teaching | # Sessions Offered | # Students Enrolled | # Regular Faculty Teaching | # Adj. Faculty Teaching | # Sessions Offered | # Students Enrolled | # Regular Faculty Teaching | # Adj. Faculty Teaching | # Sessions Offered | # Students Enrolled | # Regular Faculty Teaching | # Adj. Faculty Teaching |
| EDUC 1515                | Formerly EDUC 3515 |                     |                            |                         |                    |                     |                            |                         | 6                  | 190                 | 4                          | 2                       | 6                  | 160                 | 4                          | 2                       |
| EDUC 1800                | 1                  | 1                   | 1                          |                         |                    |                     |                            |                         |                    |                     |                            |                         |                    |                     |                            |                         |
| Total 1000 Level         | 1                  | 1                   | 1                          | 0                       | 0                  | 0                   | 0                          | 0                       | 6                  | 190                 | 4                          | 2                       | 6                  | 160                 | 4                          | 2                       |
| EDUC 2241                | Formerly EDUC 3241 |                     |                            |                         |                    |                     |                            |                         | 5                  | 153                 | 1                          | 4                       | 6                  | 189                 | 1                          | 5                       |
| EDUC 2252                | 1                  | 19                  | 1                          |                         | 1                  | 29                  | 1                          |                         |                    |                     |                            |                         |                    |                     |                            |                         |
| EDUC 2551                |                    |                     |                            |                         |                    |                     |                            |                         | 1                  | 30                  | 1                          |                         | 1                  | 35                  | 1                          |                         |
| EDUC 2552                |                    |                     |                            |                         |                    |                     |                            |                         | 1                  | 31                  | 1                          |                         |                    |                     |                            |                         |
| Total 2000 Level         | 2                  | 36                  | 2                          | 0                       | 2                  | 58                  | 2                          | 0                       | 7                  | 214                 | 3                          | 4                       | 7                  | 224                 | 2                          | 5                       |
| EDU 3000**               |                    |                     |                            |                         |                    |                     |                            |                         |                    |                     |                            |                         | 3                  | 360<br>122          | 3                          |                         |
| EDUC 3101                | Formerly EDUC 4101 |                     |                            |                         |                    |                     |                            |                         | 2                  | 45                  | 2                          |                         | 2                  | 49                  | 2                          |                         |
| EDUC 3105                | Formerly EDUC 4105 |                     |                            |                         |                    |                     |                            |                         | 2                  | 33                  | 2                          |                         | 2                  | 31                  | 1                          | 1                       |
| EDUC 3200                | Formerly EDUC 4200 |                     |                            |                         |                    |                     |                            |                         | 2                  | 44                  | 2                          |                         | 2                  | 47                  | 2                          |                         |
| EDUC 3241                | 4                  | 117                 |                            | 4                       | 5                  | 111                 | 1                          | 4                       |                    |                     |                            |                         |                    |                     |                            |                         |
| EDUC 3515                | 5                  | 128                 | 3                          | 2                       | 4                  | 102                 | 3                          | 1                       |                    |                     |                            |                         |                    |                     |                            |                         |
| EDUC 3800                |                    |                     |                            |                         | 1                  | 1                   | 1                          |                         |                    |                     |                            |                         | 1                  | 1                   | 1                          |                         |
| Total 3000 Level         | 9                  | 245                 | 3                          | 6                       | 10                 | 214                 | 5                          | 5                       | 6                  | 122                 | 6                          | 0                       | 10                 | 488<br>250          | 9                          | 1                       |
| EDUC 4101                | 2                  | 57                  | 2                          |                         | 2                  | 47                  | 2                          |                         |                    |                     |                            |                         |                    |                     |                            |                         |
| EDUC 4105                | 2                  | 40                  | 2                          |                         | 2                  | 26                  | 2                          |                         |                    |                     |                            |                         |                    |                     |                            |                         |
| EDUC 4110                | 3                  | 38                  |                            | 3                       | 2                  | 37                  |                            | 2                       | 2                  | 37                  |                            | 2                       | 2                  | 29                  |                            | 2                       |
| EDUC 4120                | 2                  | 26                  |                            | 2                       | 1                  | 16                  |                            | 1                       | 2                  | 21                  |                            | 2                       | 1                  | 10                  |                            | 1                       |
| EDUC 4150                | 3                  | 37                  | 3                          |                         | 2                  | 37                  | 2                          |                         | 2                  | 37                  | 2                          |                         | 2                  | 29                  | 2                          |                         |
| EDUC 4200                | 2                  | 57                  | 2                          |                         | 2                  | 47                  | 2                          |                         |                    |                     |                            |                         |                    |                     |                            |                         |
| EDUC 4600                | 5                  | 66                  | 1                          | 4                       | 3                  | 54                  | 1                          | 2                       | 3                  | 57                  | 1                          | 2                       | 3                  | 41                  | 1                          | 2                       |
| EDUC 4601                | 1                  | 6                   | 1                          |                         | 1                  | 6                   | 1                          |                         | 1                  | 6                   | 1                          |                         | 1                  | 2                   | 1                          |                         |
| EDUC 4605                | 1                  | 10                  | 1                          |                         | 1                  | 4                   | 1                          |                         | 1                  | 7                   | 1                          |                         | 1                  | 4                   | 1                          |                         |
| EDUC 4606                | 1                  | 7                   | 1                          |                         | 1                  | 4                   | 1                          |                         | 1                  | 7                   |                            | 1                       | 1                  | 4                   |                            | 1                       |
| EDUC 4607                |                    |                     |                            |                         |                    |                     |                            |                         |                    |                     |                            |                         | 1                  | 8                   |                            | 1                       |
| EDUC 4610                | 3                  | 39                  | 1                          | 2                       | 2                  | 39                  | 1                          | 1                       | 2                  | 37                  | 1                          | 1                       | 2                  | 31                  |                            | 2                       |
| EDUC 4800                | 4                  | 5                   | 4                          |                         | 1                  | 3                   | 1                          |                         | 3                  | 4                   | 3                          |                         | 1                  | 1                   |                            | 1                       |
| EDUC 4990                | 1                  | 57                  |                            | 1                       | 1                  | 60                  |                            | 1                       | 1                  | 44                  |                            | 1                       | 1                  | 47                  |                            | 1                       |

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|                                 |                           |                            |                                   |                                |                           |                            |                                   |                                |                           |                            |                                   |                                |                           |                            |                                   |                                |
|---------------------------------|---------------------------|----------------------------|-----------------------------------|--------------------------------|---------------------------|----------------------------|-----------------------------------|--------------------------------|---------------------------|----------------------------|-----------------------------------|--------------------------------|---------------------------|----------------------------|-----------------------------------|--------------------------------|
| EDUC 4991                       | 3                         | 57                         |                                   | 3                              | 3                         | 60                         |                                   | 3                              | 3                         | 44                         |                                   | 3                              | 3                         | 47                         |                                   | 3                              |
| Total 4000 Level                | 33                        | 502                        | 18                                | 15                             | 24                        | 440                        | 14                                | 10                             | 21                        | 301                        | 9                                 | 12                             | 19                        | 253                        | 5                                 | 14                             |
| <b>Total Course Enrollments</b> | <b>Fall 2012</b>          |                            |                                   |                                | <b>Spring 2013</b>        |                            |                                   |                                | <b>Fall 2013</b>          |                            |                                   |                                | <b>Spring 2014*</b>       |                            |                                   |                                |
| <b>Course</b>                   | <b># Sessions Offered</b> | <b># Students Enrolled</b> | <b># Regular Faculty Teaching</b> | <b># Adj. Faculty Teaching</b> | <b># Sessions Offered</b> | <b># Students Enrolled</b> | <b># Regular Faculty Teaching</b> | <b># Adj. Faculty Teaching</b> | <b># Sessions Offered</b> | <b># Students Enrolled</b> | <b># Regular Faculty Teaching</b> | <b># Adj. Faculty Teaching</b> | <b># Sessions Offered</b> | <b># Students Enrolled</b> | <b># Regular Faculty Teaching</b> | <b># Adj. Faculty Teaching</b> |
| EDUC 5151                       | 1                         | 10                         |                                   | 1                              |                           |                            |                                   |                                | 1                         | 10                         |                                   | 1                              |                           |                            |                                   |                                |
| EDUC 5152                       |                           |                            |                                   |                                | 1                         | 4                          |                                   | 1                              |                           |                            |                                   |                                | 1                         | 5                          |                                   | 1                              |
| EDUC 5153                       | 1                         | 4                          |                                   | 1                              |                           |                            |                                   |                                | 1                         | 7                          |                                   | 1                              |                           |                            |                                   |                                |
| EDUC 5201                       |                           |                            |                                   |                                | 1                         | 17                         | 1                                 |                                |                           |                            |                                   |                                | 1                         | 8                          |                                   | 1                              |
| EDUC 5202                       | 1                         | 18                         | 1                                 |                                |                           |                            |                                   |                                | 2                         | 31                         | 2                                 |                                |                           |                            |                                   |                                |
| EDUC 5203                       |                           |                            |                                   |                                | 1                         | 14                         | 1                                 |                                |                           |                            |                                   |                                | 2                         | 27                         | 2                                 |                                |
| EDUC 5204                       | 1                         | 19                         | 1                                 |                                |                           |                            |                                   |                                | 1                         | 11                         |                                   | 1                              |                           |                            |                                   |                                |
| EDUC 5235                       |                           |                            |                                   |                                |                           |                            |                                   |                                |                           |                            |                                   |                                | 1                         | 4                          | 1                                 |                                |
| EDUC 5314                       | 1                         | 12                         | 1                                 |                                |                           |                            |                                   |                                |                           |                            |                                   |                                |                           |                            |                                   |                                |
| EDUC 5320                       | 1                         | 18                         | 1                                 |                                |                           |                            |                                   |                                | 1                         | 22                         | 1                                 |                                |                           |                            |                                   |                                |
| EDUC 5321                       | 1                         | 12                         |                                   | 1                              | 1                         | 25                         |                                   | 1                              | 1                         | 13                         |                                   | 1                              | 1                         | 19                         |                                   | 1                              |
| EDUC 5330                       | 1                         | 12                         | 1                                 |                                | 1                         | 25                         | 1                                 |                                | 1                         | 24                         |                                   | 1                              | 1                         | 21                         | 1                                 |                                |
| EDUC 5331                       | 1                         | 20                         | 1                                 |                                |                           |                            |                                   |                                | 1                         | 22                         | 1                                 |                                | 1                         | 15                         | 1                                 |                                |
| EDUC 5334                       | 1                         | 5                          | 1                                 |                                | 1                         | 1                          | 1                                 |                                |                           |                            |                                   |                                |                           |                            |                                   |                                |
| EDUC 5335                       | 2                         | 17                         | 2                                 |                                |                           |                            |                                   |                                |                           |                            |                                   |                                | 1                         | 21                         | 1                                 |                                |
| EDUC 5336                       | 1                         | 20                         | 1                                 |                                | 2                         | 66                         | 1                                 | 1                              | 1                         | 22                         | 1                                 |                                | 1                         | 19                         | 1                                 |                                |
| EDUC 5337                       |                           |                            |                                   |                                | 1                         | 24                         | 1                                 |                                | 1                         | 12                         |                                   | 1                              | 1                         | 15                         |                                   | 1                              |
| EDUC 5338                       | 1                         | 20                         |                                   | 1                              |                           |                            |                                   |                                | 1                         | 11                         |                                   | 1                              |                           |                            |                                   |                                |
| EDUC 5339                       |                           |                            |                                   |                                | 1                         | 21                         | 1                                 |                                |                           |                            |                                   |                                | 1                         | 21                         | 1                                 |                                |
| EDUC 5340                       |                           |                            |                                   |                                |                           |                            |                                   |                                |                           |                            |                                   |                                |                           |                            |                                   |                                |
| EDUC 5365                       |                           |                            |                                   |                                | 1                         | 5                          | 1                                 |                                |                           |                            |                                   |                                | 1                         | 11                         | 1                                 |                                |
| EDUC 5366                       | 1                         | 2                          | 1                                 |                                |                           |                            |                                   |                                | 1                         | 3                          | 1                                 |                                |                           |                            |                                   |                                |
| EDUC 5370                       |                           |                            |                                   |                                |                           |                            |                                   |                                | 1                         | 23                         | 1                                 |                                |                           |                            |                                   |                                |
| EDUC 5420                       | 1                         | 9                          |                                   | 1                              |                           |                            |                                   |                                |                           |                            |                                   |                                |                           |                            |                                   |                                |
| EDUC 5431                       | 1                         | 8                          |                                   | 1                              |                           |                            |                                   |                                |                           |                            |                                   |                                |                           |                            |                                   |                                |
| EDUC 5432                       |                           |                            |                                   |                                |                           |                            |                                   |                                | 1                         | 9                          |                                   | 1                              | 1                         | 7                          |                                   | 1                              |
| EDUC 5800                       | 2                         | 1                          | 2                                 |                                | 1                         | 1                          | 1                                 |                                |                           |                            |                                   |                                |                           |                            |                                   |                                |
| EDUC 5802                       | 1                         | 4                          | 1                                 |                                |                           |                            |                                   |                                |                           |                            |                                   |                                |                           |                            |                                   |                                |
| EDUC 5910                       | 3                         | 43                         | 3                                 |                                |                           |                            |                                   |                                | 3                         | 25                         | 3                                 |                                |                           |                            |                                   |                                |
| EDUC 5920                       |                           |                            |                                   |                                | 4                         | 40                         | 3                                 | 1                              |                           |                            |                                   |                                | 3                         | 35                         | 3                                 |                                |

## Education – 2013/14 Coordinator's Report

| Total Course Enrollments | Fall 2012          |                     |                            |                         | Spring 2013        |                     |                            |                         | Fall 2013          |                     |                            |                         | Spring 2014*       |                     |                            |                         |
|--------------------------|--------------------|---------------------|----------------------------|-------------------------|--------------------|---------------------|----------------------------|-------------------------|--------------------|---------------------|----------------------------|-------------------------|--------------------|---------------------|----------------------------|-------------------------|
|                          | # Sessions Offered | # Students Enrolled | # Regular Faculty Teaching | # Adj. Faculty Teaching | # Sessions Offered | # Students Enrolled | # Regular Faculty Teaching | # Adj. Faculty Teaching | # Sessions Offered | # Students Enrolled | # Regular Faculty Teaching | # Adj. Faculty Teaching | # Sessions Offered | # Students Enrolled | # Regular Faculty Teaching | # Adj. Faculty Teaching |
| EDUC 5989                | 1                  | 4                   |                            | 1                       |                    |                     |                            |                         | 1                  | 6                   |                            | 1                       |                    |                     |                            |                         |
| Total 5000 Level         | 24                 | 258                 | 17                         | 7                       | 16                 | 243                 | 12                         | 4                       | 19                 | 251                 | 10                         | 9                       | 17                 | 228                 | 12                         | 5                       |
| EDUC 6110                | 1                  | 17                  |                            | 1                       | 1                  | 13                  |                            | 1                       |                    |                     |                            |                         |                    |                     |                            |                         |
| EDUC 6134                | 1                  | 10                  | 1                          |                         |                    |                     |                            |                         |                    |                     |                            |                         |                    |                     |                            |                         |
| Total 6000 Level         | 2                  | 27                  | 1                          | 1                       | 1                  | 13                  | 0                          | 1                       | 0                  | 0                   | 0                          | 0                       | 0                  | 0                   | 0                          | 0                       |
| <b>Total EDUC</b>        | <b>71</b>          | <b>1069</b>         | <b>42</b>                  | <b>29</b>               | <b>53</b>          | <b>968</b>          | <b>33</b>                  | <b>20</b>               | <b>59</b>          | <b>1078</b>         | <b>32</b>                  | <b>27</b>               | <b>59</b>          | <b>1353</b>         | <b>32</b>                  | <b>27</b>               |
| BASK 1102                | 1                  | 17                  | 1                          |                         |                    |                     |                            |                         |                    |                     |                            |                         |                    |                     |                            |                         |
| GAH 1360                 |                    |                     |                            |                         | 1                  | 23                  | 1                          |                         |                    |                     |                            |                         |                    |                     |                            |                         |
| GAH 2330                 | 1                  | 34                  | 1                          |                         | 1                  | 32                  | 1                          |                         | 1                  | 35                  | 1                          |                         | 1                  | 35                  | 1                          |                         |
| GEN 1050                 | 1                  | 20                  |                            | 1                       |                    |                     |                            |                         |                    |                     |                            |                         |                    |                     |                            |                         |
| GEN 1245                 |                    |                     |                            |                         |                    |                     |                            |                         |                    |                     |                            |                         | 1                  | 25                  | 1                          |                         |
| GEN 1430                 | 1                  | 34                  | 1                          |                         |                    |                     |                            |                         |                    |                     |                            |                         |                    |                     |                            |                         |
| GEN 2101                 | 1                  | 34                  |                            | 1                       |                    |                     |                            |                         | 1                  | 35                  |                            | 1                       |                    |                     |                            |                         |
| GEN 2104                 |                    |                     |                            |                         | 1                  | 29                  |                            | 1                       |                    |                     |                            |                         |                    |                     |                            |                         |
| GEN 2108                 |                    |                     |                            |                         | 1                  | 12                  |                            | 1                       |                    |                     |                            |                         |                    |                     |                            |                         |
| GEN 2126                 | 1                  | 24                  |                            | 1                       | 1                  | 29                  |                            | 1                       | 1                  | 24                  |                            | 1                       | 2                  | 49                  |                            | 2                       |
| GEN 2243                 |                    |                     |                            |                         |                    |                     |                            |                         | 1                  | 25                  |                            | 1                       | 1                  | 16                  |                            | 1                       |
| GEN 2800                 |                    |                     |                            |                         |                    |                     |                            |                         | 1                  | 1                   | 1                          |                         |                    |                     |                            |                         |
| GEN 3245                 | 2                  | 37                  | 2                          |                         | 2                  | 42                  | 2                          |                         | 3                  | 68                  | 2                          | 1                       | 3                  | 63                  | 3                          |                         |
| GNM 1110                 |                    |                     |                            |                         | 1                  | 35                  | 1                          |                         | 1                  | 27                  | 1                          |                         | 1                  | 36                  | 1                          |                         |
| GNM 1124                 | 1                  | 15                  | 1                          |                         | 1                  | 26                  | 1                          |                         | 1                  | 26                  | 1                          |                         | 1                  | 26                  | 1                          |                         |
| GNM 1800                 | 2                  | 2                   | 2                          |                         |                    |                     |                            |                         |                    |                     |                            |                         |                    |                     |                            |                         |
| GNM 2138                 |                    |                     |                            |                         | 1                  | 25                  | 1                          |                         |                    |                     |                            |                         |                    |                     |                            |                         |
| GNM 2253                 | 1                  | 24                  | 1                          |                         |                    |                     |                            |                         |                    |                     |                            |                         |                    |                     |                            |                         |
| GNM 2257                 |                    |                     |                            |                         | 1                  | 25                  | 1                          |                         |                    |                     |                            |                         | 1                  | 24                  | 1                          |                         |
| GNM 2800                 | 1                  | 1                   | 1                          |                         |                    |                     |                            |                         |                    |                     |                            |                         |                    |                     |                            |                         |
| GNM 4800                 | 1                  | 1                   | 1                          |                         |                    |                     |                            |                         |                    |                     |                            |                         |                    |                     |                            |                         |
| GSS 1044                 | 1                  | 25                  | 1                          |                         |                    |                     |                            |                         | 1                  | 25                  | 1                          |                         | 1                  | 25                  | 1                          |                         |
| GSS 1072                 | 2                  | 49                  | 1                          | 1                       |                    |                     |                            |                         | 2                  | 50                  | 2                          |                         |                    |                     |                            |                         |
| GSS 2342                 |                    |                     |                            |                         |                    |                     |                            |                         | 1                  | 23                  |                            | 1                       | 1                  | 24                  |                            | 1                       |
| GSS 3169                 | 1                  | 32                  | 1                          |                         | 1                  | 31                  | 1                          |                         | 1                  | 31                  | 1                          |                         | 1                  | 22                  | 1                          |                         |
| GSS 3360                 | 4                  | 129                 | 1                          | 3                       | 5                  | 104                 |                            | 5                       | 3                  | 74                  |                            | 3                       | 5                  | 72                  |                            | 5                       |
| <b>Total GENS</b>        | <b>22</b>          | <b>478</b>          | <b>15</b>                  | <b>7</b>                | <b>17</b>          | <b>413</b>          | <b>9</b>                   | <b>8</b>                | <b>18</b>          | <b>444</b>          | <b>10</b>                  | <b>8</b>                | <b>19</b>          | <b>417</b>          | <b>10</b>                  | <b>9</b>                |

## Education – 2013/14 Coordinator's Report

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

NOTE: Fall 2012 includes EDUC 5989, taught by Edward Reading, but additional courses taught by this faculty member are not included as they belong to the Substance Awareness program. 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.

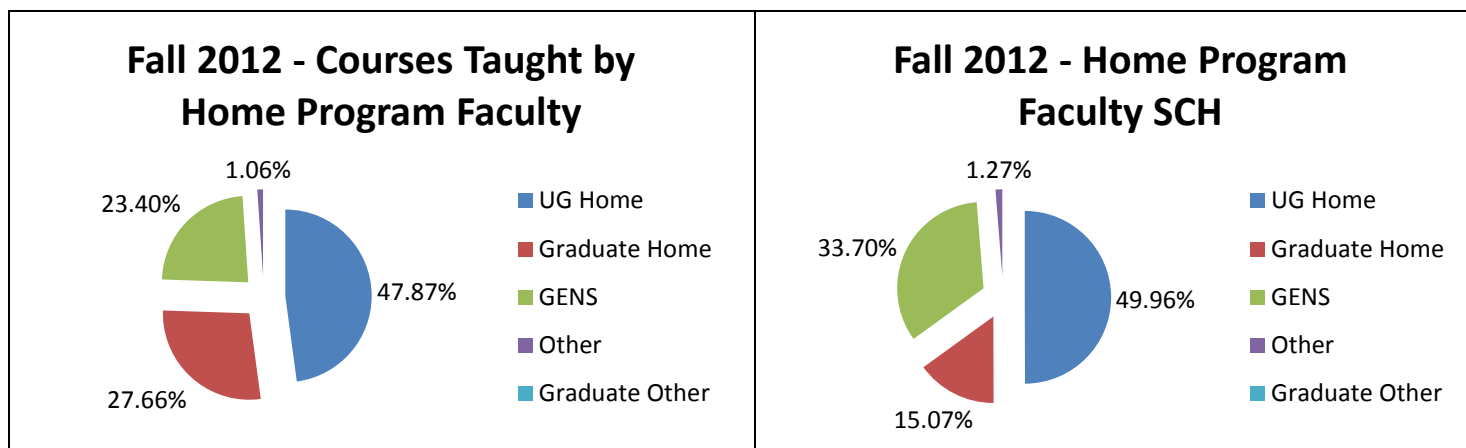
\* Spring 2014 data was pulled on 1/29/14 and final data will not be available until after 5/15/14.

SOURCE: Faculty Workload Raw Data Reports fall 2012, spring 2013, fall 2013 and spring 2014

\*\*EDUC 3000- There was an error in automatically populated data as noted in RED within chart. (RED values were manually pulled from official enrollment from Spring 14. Multiple instructors were assigned to this course due to the # of students registered. This may have contributed to the error.)

Chart 4

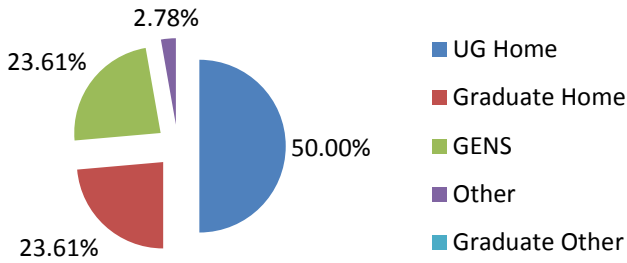
AY12-13



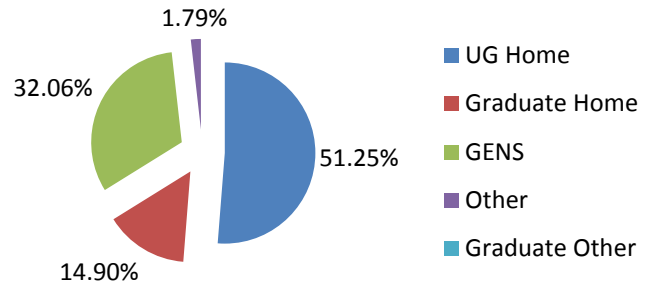
|                | # of Courses | % of Courses | SCH  | SCH %   |
|----------------|--------------|--------------|------|---------|
| UG Home        | 45           | 47.87%       | 2834 | 49.96%  |
| Graduate Home  | 26           | 27.66%       | 855  | 15.07%  |
| GENS           | 22           | 23.40%       | 1912 | 33.70%  |
| Other          | 1            | 1.06%        | 72   | 1.27%   |
| Graduate Other | 0            | 0.00%        | 0    | 0.00%   |
| Total          | 94           | 100.00%      | 5673 | 100.00% |

## Education – 2013/14 Coordinator's Report

### Spring 2013 - Courses Taught by Home Program Faculty



### Spring 2013 - Home Program Faculty SCH

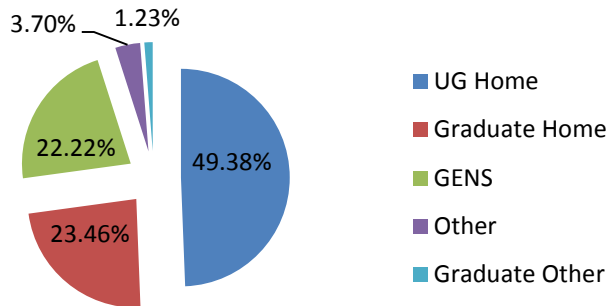


|                | # of Courses | % of Courses | SCH  | SCH %   |
|----------------|--------------|--------------|------|---------|
| UG Home        | 36           | 50.00%       | 2641 | 51.25%  |
| Graduate Home  | 17           | 23.61%       | 768  | 14.90%  |
| GENS           | 17           | 23.61%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

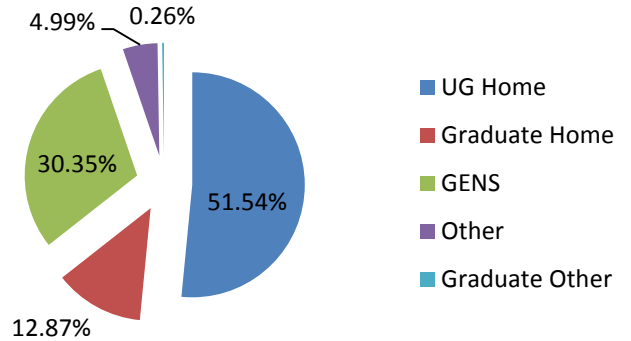
NOTE: Fall 2012 includes EDUC 5989, taught by Edward Reading, but additional courses taught by this faculty member are not included as they belong to the Substance Awareness program.

## AY13-14

### Fall 2013 - Courses Taught by Home Program Faculty



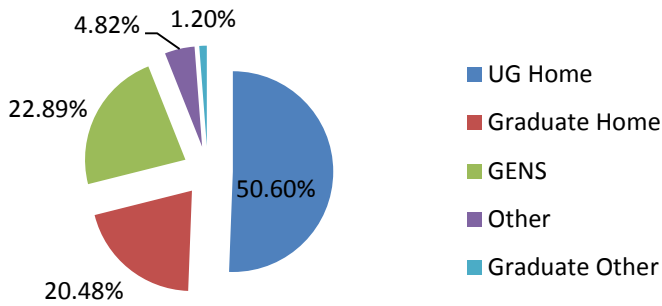
### Fall 2013 - Home Program Faculty SCH



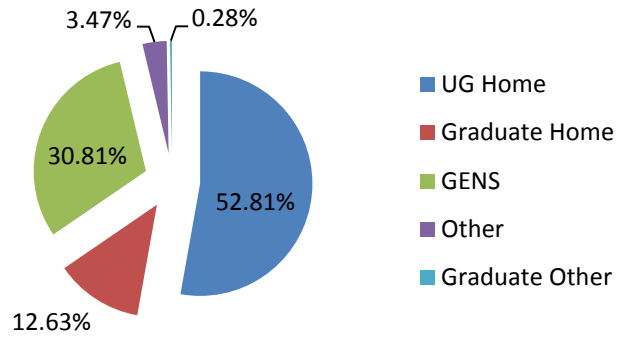
|                | # of Courses | % of Courses | SCH  | SCH %   |
|----------------|--------------|--------------|------|---------|
| UG Home        | 40           | 49.38%       | 3016 | 51.54%  |
| Graduate Home  | 19           | 23.46%       | 753  | 12.87%  |
| GENS           | 18           | 22.22%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

## Education – 2013/14 Coordinator's Report

### Spring 2014 - Courses Taught by Home Program Faculty



### Spring 2014 - Home Program Faculty SCH



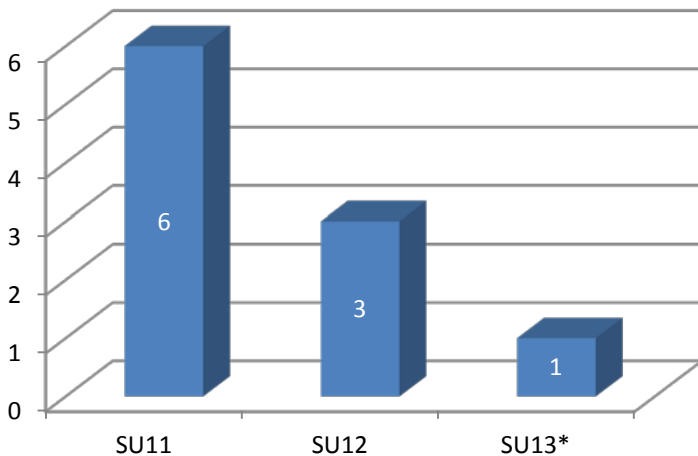
|                | # of Courses | % of Courses   | SCH         | SCH %          |
|----------------|--------------|----------------|-------------|----------------|
| UG Home        | 42           | 50.60%         | 2859        | 52.81%         |
| Graduate Home  | 17           | 20.48%         | 684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

SOURCE: Faculty Workload Raw Data Reports fall 2012, 2013 & spring 2013, 2014

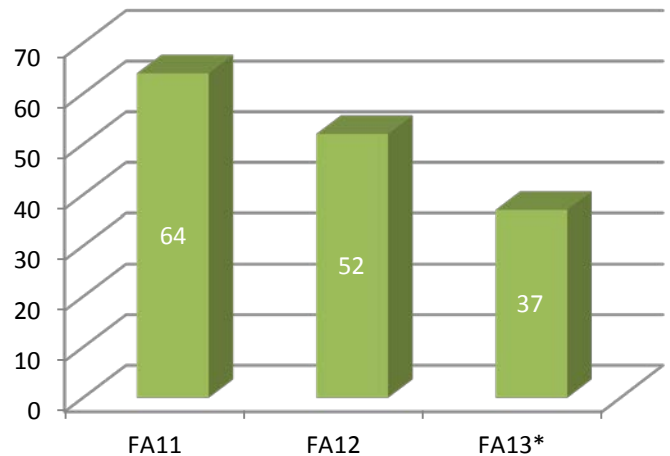
### Summary of Degrees Granted

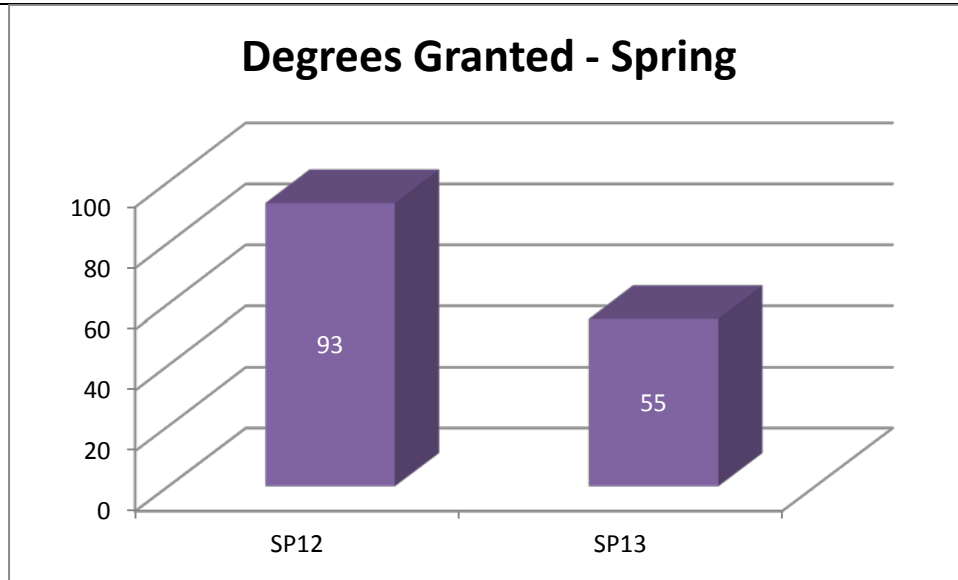
Chart 5

#### Degrees Granted - Summer



#### Degrees Granted - Fall





|                      | SU11 | FA11 | SP12 | SU12 | FA12 | SP13 | SU13* | FA13* |
|----------------------|------|------|------|------|------|------|-------|-------|
| Degrees Granted - BA | 6    | 64   | 93   | 3    | 52   | 55   | 1     | 37    |

SOURCE: Degrees Conferred FY12, Degrees Conferred FY13\_ Degrees Conferred FY14

\*SU13 & FA13 numbers are unofficial and will be available after 8/15/14.

**Coordinator Comments about Course Enrollment and Degrees Granted Tables:**

Summary of courses table above includes both undergraduate and graduate level studies. Courses beyond the 4000 level are graduate level and are part of the MAED and/or MAEL Program. For the purposes of this report, these courses will not be discussed since they do not directly relate to the TEDU Program.

In the 12-13 academic year, the TEDU Program revised course numbering systems to mirror practices for identifying course levels at Stockton (ie. 1000 freshmen level, 2000 sophomore level, etc). Noted within the table listing course enrollment are courses that appear as two distinct courses but are in actuality the same course renumbered.

The TEDU Program is unique in that it was designed as a post-baccalaureate degree. As such, TEDU can be a stand-alone second degree or blended into an existing degree program. Thus there is no distinct way to snap-shot the exact number of students at Stockton that plan to be teachers. Tracking courses as shown above can be of some value with specific courses serving as a good predictor of interest in teacher education. The table below highlights three specific courses that can help to gather a sense of enrollment within the TEDU Program. Both EDUC 1515 and EDUC 2241 are required courses that are often taken by freshmen and sophomore students. This method alone though is flawed as a predictor since many transfer students will have taken equivalent courses at a 2-year institution (thus won't take it at Stockton). See Table 1 below for summary data extracted from summary table above.

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The best predictor is the third course in Table 1, EDUC 3000. This course is a new prerequisite for entry into the professional education course sequence. ALL students wishing to gain entry into the professional education sequence (Intro, Intermediate & Student Teaching) must take this course. Given that is the case, **there are 122 students intending to gain entry into the TEDU Program with 64 credits or more.** The other two values from EDUC 1515 and EDUC 2241 also indicate other students that may also seek entrance into the TEDU Program. **Though there is some overlap possible, the trend in numbers is upward when 12-13 is compared to 13-14 with an increase in enrollment of these two freshmen/sophomore level courses of 50-52% (120/230 for EDUC 1515 & 114/228 for EDUC 2214).**

Table 1. Total student enrollment by term for required professional requirement courses in the TEDU Program

| Course                                  | Fall 12 | Spring 13 | Fall 13 | Spring 14  |
|---|---------|-----------|---------|------------|
| EDUC 1515- Diversity in F,S,C           | 128     | 102       | 190     | 160        |
| EDUC 2241- Ed. Students w/Sp Needs      | 117     | 111       | 153     | 189        |
| EDUC 3000- Gateway ( <i>new Spr14</i> ) | -----   | -----     | -----   | <b>122</b> |

Noted earlier in the report, new data tracking is allowing the TEDU Program to get a better sense of the population at Stockton we currently serve. Though students don't enter the professional education courses until their junior/senior year, the TEDU Program now advises students immediately upon declaring an interest in education from admission onward. Utilizing data drawn from a TEDU Program Discoverer report, Table 2 consists of students identified as intending to earn teacher certification. These students have yet to take any formal professional education courses so are referred to as in the "pipeline" (coming but not officially in the courses leading to student teaching yet). The way the values were calculated was by filtering ONLY those students that enrolled in courses likely taken by TEDU students (ie. EDUC 1515, EDUC 2241, and INTC 2610). This eliminates any students that may have said they wish to be a teacher, but changed their mind.

Table 2. TEDU Program "Pipeline\*" by major as of 6/30/14

| Majr code1         | Total      |
|--------------------|------------|
| PSYC**             | 49         |
| LIBA**             | 42         |
| TEDU               | 24         |
| HIST**             | 15         |
| MATH**             | 13         |
| LITT**             | 12         |
| LCST               | 6          |
| SOCY               | 4          |
| ARTS               | 2          |
| BIOL               | 2          |
| BSNS               | 2          |
| ENVL               | 2          |
| CHEM               | 1          |
| MARS**             | 1          |
| <b>Grand Total</b> | <b>175</b> |



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\*Pipeline is defined as students that have yet to seek formal acceptance into the professional education sequence coursework (Intro, Intermediate, or Student Teaching) but have taken professional requirement courses required for all TEDU students (ie. INTC 2610 and either EDUC 1515 or EDUC 2241).

\*\*Denotes programs that offer education concentrations (approved by faculty of both programs)

Data shown above in Table 2 is shared to provide a sense of enrollment in the Teacher Education Program. As a post-baccalaureate program, institutional data does not provide an accurate sense of how many students are seeking and earning teacher certification at Stockton. Thus, according to reports we have a total of 24 students (“TEDU” major code in Table 2). However, that **ONLY** accounts for true post-BA students that come to us with a 4 year degree completed and only wish to earn teacher certification. If all students are accounted for that are within our new degree concentrations and the stand-alone LIBA degree, **TEDU has 175 students seeking teacher certification that have yet to admit into the final professional education course sequence.**

An item worth noting with Table 2 relates to degree programs offering concentrations in education. Last year, the TEDU Program established these concentrations as a way to provide more cost-effective, time-efficient degree paths that offer a degree and certification without the need for a second degree in Teacher Education (not required for licensure by the state). Table 2 shows that many degree areas offering a concentration are already becoming popular options among our pipeline students. Degrees w/concentrations and the credits currently required to date include:

- Mathematics (129 credits)
- History (128-138 credits)
- Liberal Arts (128 credits)
- Literature (130-143 credits)
- Psychology (130 credits)
- Physics (129 credits)
- Political Science (142 credits, new for 13-14)
- Marine Science (144 credits, new for 13-14)
- World Language, **Arts, Biology, Chemistry, Environmental Studies** (slated for 14-15)

The TEDU Program continues to work with willing programs across campus to create additional concentration options. In addition, the TEDU Program has collaborated with admissions to ensure that potential Stockton students are aware of these new concentration offerings.

The TEDU student population that is easiest to track is those students that meet all prerequisites and are granted permission to take the professional education course sequence (Introductory, Intermediate & Student Teaching Semesters). The best way to get a sense of program size is to review the number of student teachers from each term since it is the last course taken as part of the program. Table 3 below is an excerpt from the summary table provided by the institution. The TEDU Program has seen a decline in the number of student teachers from 12-13 to 13-14. However, based on the revisions to the TEDU Program and newly formed partnerships with other programs, these numbers are likely to rise in the coming year (see Table 1 & 2).

Table 3. Enrollment in EDUC 4990- *Student Teaching* from Fall 12 to Spring 14

| Course    | Fall 12 | Spr 13 | Fall 13 | Spr 14 |
|-----------|---------|--------|---------|--------|
| EDUC 4990 | 57      | 60     | 44      | 47     |

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Beyond the pure number of student teachers, it is helpful to get a sense of the types of certifications earned by TEDU program completers. Table 4 below illustrates the breakdown from this past academic year by degree earned and certification. (This report is also drawn from TEDU Program banner report.) Elementary certification has proven to be the most popular in a variety of degree areas, the largest in Psychology. It is notable that the new degree titled “LIBA” has yet to appear on this list. We will begin to see program completers in the coming academic year in this area based on Table 2 data. For secondary, the highest number of certifications was in History and English.

Table 4. Fall 2013-Spring 2014 Program Completers by Certification & Degree area

| First Degree Areas | Elementary | Secondary          |           |           |          |                | Grand Total |
|--------------------|------------|--------------------|-----------|-----------|----------|----------------|-------------|
|                    |            | Biological Science | Chemistry | English   | Math     | Social Studies |             |
| ART                | 1          |                    |           |           |          |                | 1           |
| BIOL               | 1          | 6                  |           |           |          |                | 7           |
| BUSN               | 1          |                    |           |           |          |                | 1           |
| CHEM               |            |                    | 1         |           |          |                | 1           |
| HIST               | 5          |                    |           |           |          | 9              | 14          |
| HOSP               | 1          |                    |           |           |          |                | 1           |
| LANG               | 1          |                    |           |           |          |                | 1           |
| LITT               | 9          |                    |           | 10        |          |                | 19          |
| MATH               |            |                    |           |           | 4        |                | 4           |
| PHIL               | 1          |                    |           |           |          |                | 1           |
| POLS               |            |                    |           |           |          | 1              | 1           |
| PSYC               | 23         |                    |           | 1         |          |                | 24          |
| SOCY               | 7          |                    |           |           |          |                | 7           |
| TEDU (post-BA)     | 7          |                    |           |           |          |                | 7           |
| <b>Grand Total</b> | <b>57</b>  | <b>5</b>           | <b>1</b>  | <b>11</b> | <b>4</b> | <b>10</b>      | <b>89</b>   |

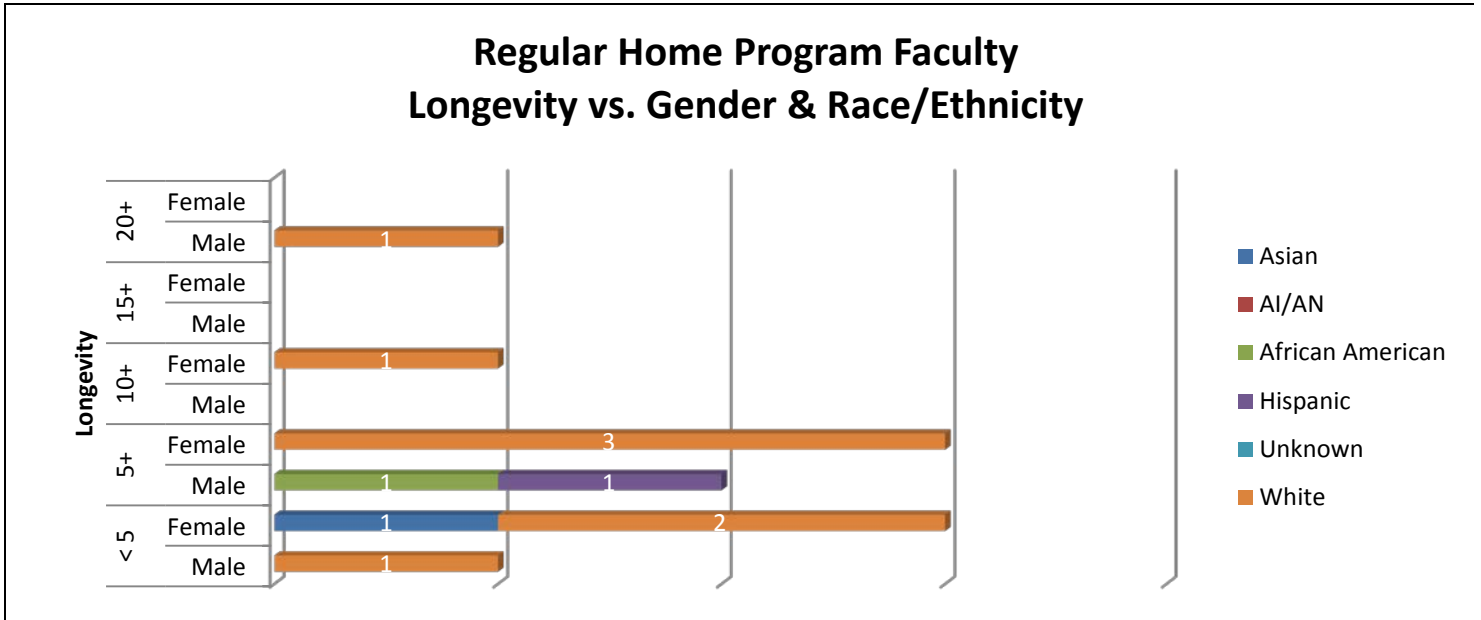
A final note relates to the degrees conferred information provided on the final table of this institution report. **Degrees conferred are not an accurate representation of our population of students within the TEDU Program.** Students can seek teacher certification without earning a degree in Teacher Education. Thus, the number of degrees conferred is typically:

- Students that came to Stockton with a BA completed and only seek teacher certification
- Students that earned a degree at Stockton and took the minimum 160 credits necessary for the second degree in Teacher Education

With the creation of new degree options for teacher certification, students are able to expedite their studies so will not earn the 160 credits for the second degree. (See page 17 for a list of programs and the reduction in credits required.) This is of no disadvantage to our students and is more of an advantage because the amount of credits necessary for an undergraduate degree is significantly lower. **In the future, the institution may wish to consider a new mechanism for tracking students in degrees with concentrations.**

**Faculty Complement – AY13-14 Teaching Faculty**

Chart 6



| Ethnicity        | Gender   |          |
|------------------|----------|----------|
|                  | Female   | Male     |
| Asian            | 1        | 0        |
| AI/AN            | 0        | 0        |
| African American | 0        | 1        |
| Hispanic         | 0        | 1        |
| Unknown          | 0        | 0        |
| White            | 6        | 2        |
| <b>Total</b>     | <b>7</b> | <b>4</b> |

| Longevity    |           |
|--------------|-----------|
| < 5          | 4         |
| 5+           | 5         |
| 10+          | 1         |
| 15+          | 0         |
| 20+          | 1         |
| <b>Total</b> | <b>11</b> |

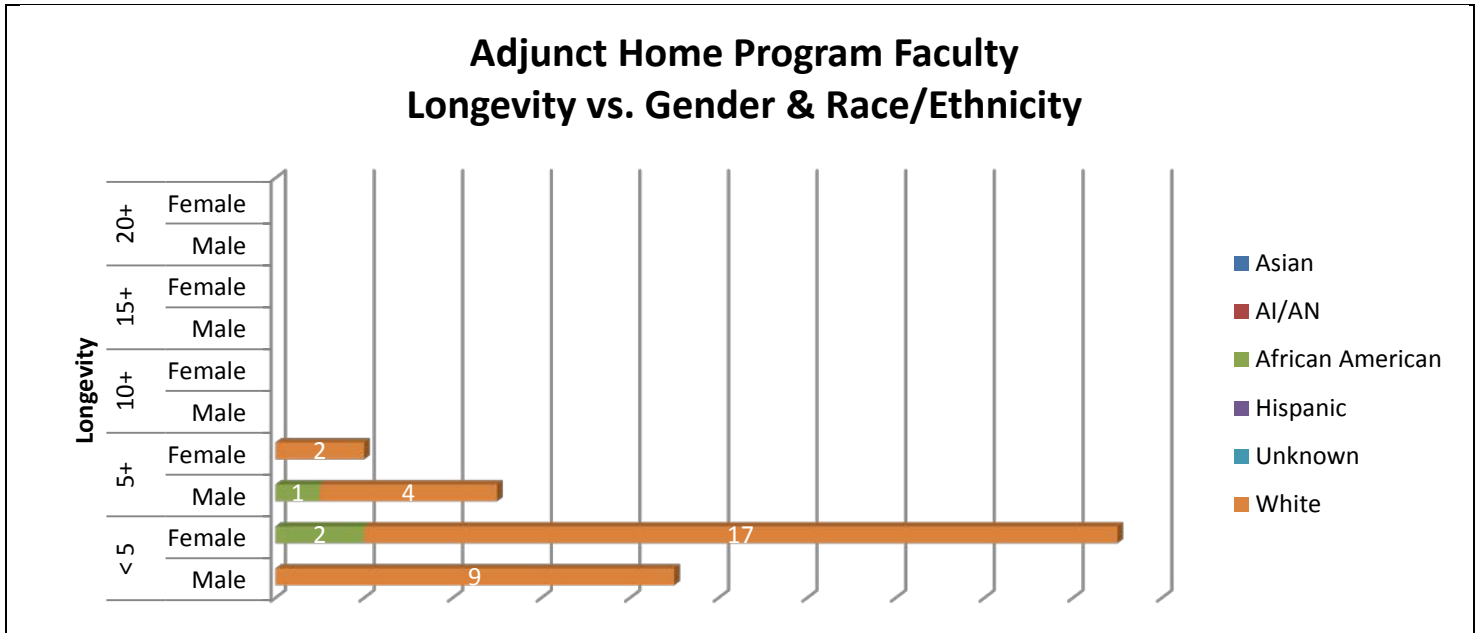
NOTE: Spring 2014 data was pulled on 1/29/14 and final data will not be available until after 5/15/14.

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

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

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Chart 7



| Ethnicity        | Gender    |           |
|------------------|-----------|-----------|
|                  | Female    | Male      |
| Asian            | 0         | 0         |
| AI/AN            | 1         | 0         |
| African American | 2         | 1         |
| Hispanic         | 0         | 0         |
| Unknown          | 0         | 0         |
| White            | 22        | 14        |
| <b>Total</b>     | <b>25</b> | <b>15</b> |

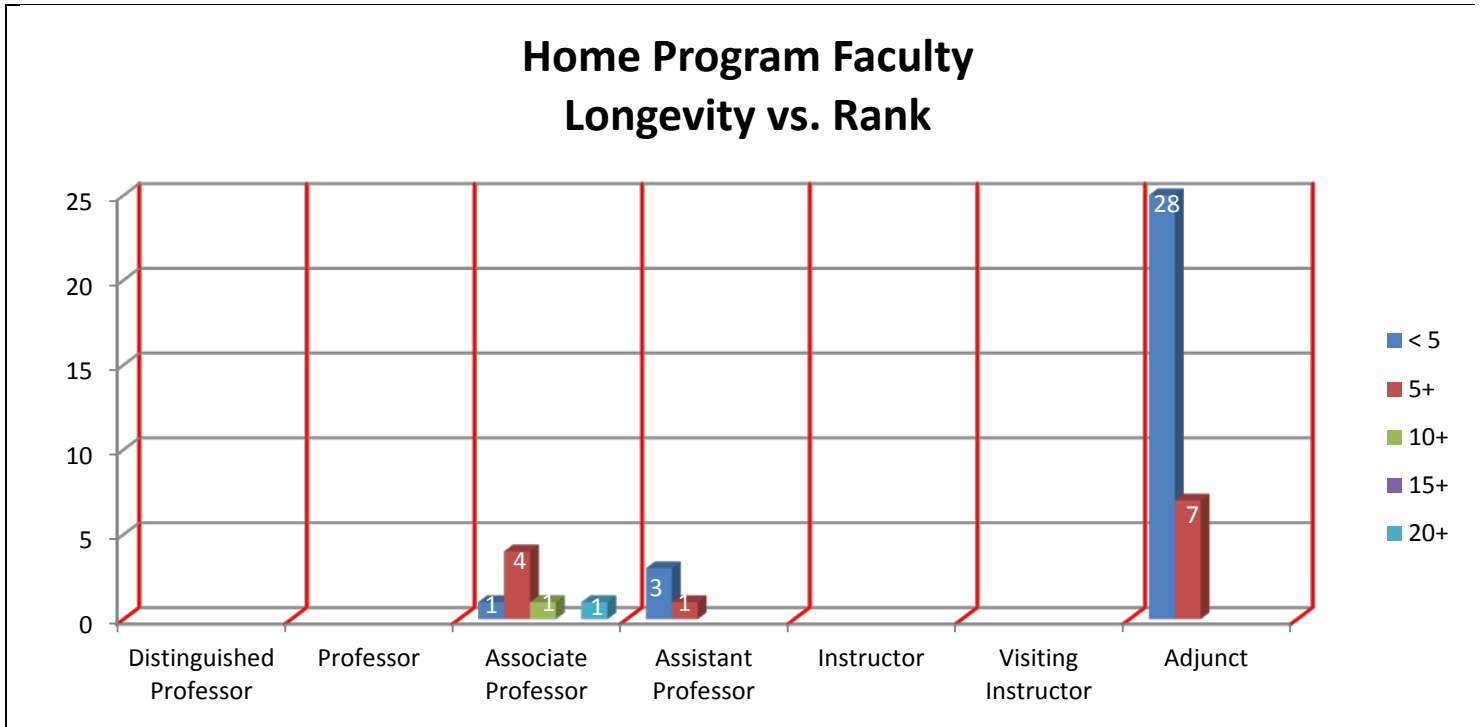
| Longevity    |           |
|--------------|-----------|
| < 5          | 28        |
| 5+           | 7         |
| 10+          | 0         |
| 15+          | 0         |
| 20+          | 0         |
| <b>Total</b> | <b>35</b> |

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

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

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

Chart 8



| Rank                    |           |
|-------------------------|-----------|
| Distinguished Professor | 0         |
| Professor               | 0         |
| Associate Professor     | 7         |
| Assistant Professor     | 4         |
| Instructor              | 0         |
| Visiting Instructor     | 0         |
| Adjunct                 | 35        |
| Staff/Adjunct           | 5         |
| Adjunct - 16+           | 0         |
| Professor Emeritus      | 0         |
| <b>Total</b>            | <b>51</b> |

| Longevity    |           |
|--------------|-----------|
| < 5          | 32        |
| 5+           | 12        |
| 10+          | 1         |
| 15+          | 0         |
| 20+          | 1         |
| <b>Total</b> | <b>46</b> |

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

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

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

**Coordinator Comments about Faculty Complement and Faculty Activity:**

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

Items listed below were submitted by faculty of SOE for inclusion in this program report. Some faculty members teach solely in the graduate level coursework so can be found in the MAED Director's Program Report. Faculty activity is listed by faculty member and categorized by type of activity. A summary table is also provided below:

Table 5. Faculty activity (based on faculty responses)

| Presentations                              | Publications | Grants                                      |
|--|--------------|---|
| 26 national/international<br>9 state/local | 12           | 6 internal<br>4 large scale and/or external |

**Norma Boakes**

• **Publications**

- Boakes, N. (2014). Preparing competent, caring, and qualified teacher: A New Jersey perspective on teacher preparation. *Journal of Education Science*, 16 (2014, 05), 15-30.

• **Presentations**

○ **National/International**

- Boakes, N. (2014, January). [Invited] *Preparing competent, caring, and qualified teacher: A New Jersey perspective on teacher preparation*. Presented at the 2<sup>nd</sup> International Workshop on Global Education and Teacher. Hosted at Jeju University within the Global Teachers University in Jeju, South Korea.
- Boakes, N. (2013, July). [Invited]. Teaching mathematics with Origami. 2<sup>nd</sup> Annual Workshop on Learner Centered Approaches to Mathematics and Science held at St. Joseph High School in Maseru, Lesotho. Hosted and funded by Cenez High School, Koalabata in collaboration with the Ministry of Education and Training (MoET) and Catholic School Secretariat for Education of Maseru.


○ **State/Local**


- Boakes, N., Ackerman, A., Harvey, D., O'Kane, D. & Apalucci, L. (2014, March). *Technology integration methods in student teaching & ITLA*. Presentation at the Stockton College Day of Scholarship, Pomona, NJ.
- Boakes, N. (2014, March). *Origami at the Kingdom in the Sky- Bringing paperfolding to K-12 Lesotho classrooms*. Presentation at the Stockton College Day of Scholarship, Pomona, NJ.
- Boakes, N., Girard, T. & Peters, K. (2014, March). *Origami mathematics and STEM education*. Presentation at the Little Egg Harbor School District, Little Egg Harbor, NJ. 🌐

• **Grants**


- *Stockton Coastal Collaborative- 2013- 2016*  
Role: Grant Project Faculty  
Three-year two million dollar grant funded by the Mathematics and Science Partnership Grant of the New Jersey Department of Education. Principal

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Directors: Chia-Lin Wu, Associate Professor of Mathematics, Richard Stockton College of NJ and Patti Weeks, SRI-ETTC, Richard Stockton College. 

- *Career Development Committee (CDC) Funding Award- Sustained Origami Mathematics Training with Lesotho Teachers (\$1,696) for 2013-2014*
- *Research and Professional Development (R&PD funding)- Enhancing Mathematics Instruction through the Art of Unit Origami with Primary School Teachers and Leaders of Africa and Lesotho” (\$3,600) for 2013-2014*
- **Service**
  - **College**
    - QUAD Taskforce Committee Member
    - Faculty Senate At-Large Member
    - Faculty Review Committee (FRC)
  - **School/Program**
    - Program Coordinator of the Teacher Education Program (elected position)
    - Program Review Committee
    - Taskstream trainer
    - Faculty mentor (Meg White 13-14)
    - Chair of Search Committee for Assistant Professor of Education
  - **National & state**
    - *Council for the Accreditation of Educator Preparation (CAEP)- Invited and accepted as an auditor of teacher preparation programs using the newly adopted CAEP model (formerly TEAC and NCATE). Completed two audits- May 14 & June 14*
    - *National Council of Teachers of Mathematics (NCTM)- Program Chair for the 2015 NCTM Eastern Regional Conference & Exposition (elected position)*
    - *Association of Mathematics Teachers of New Jersey (AMTNJ) Executive Committee* 
    - *Transfer Committee of the New Jersey Presidents' Council- Teacher Education Taskforce*
    - *New Jersey Teacher Education Accreditation Council (NJTEAC) Consortium*
    - *PARCC Mathematics State Educator Virtual Item Reviewer*

### Ron Caro

- **Presentations**
  - Caro, R. A., & Quinn, J. M. (2013. October). Exploring what it means to be a military veteran: Understanding the impact of military service through the experiences of non-veterans and veterans. Presentation at the International Organization of Social Sciences and Behavioral Research, New Orleans, Louisiana.
  - Quinn, J. M., & Caro, R. A. (2013. October). Educating pre-service teachers through their experiences in tutoring homeless children. Presentation at the International Organization of Social Sciences and Behavioral Research, New Orleans, Louisiana.
- **Service**
  - **School/Program**
    - Director of Teacher Training with a Mission (TTM (Fall 2006-present) 
  - **College**

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- School of Education representative on Academic Honesty Appeals Board (Fall 2013-present )
- 9-26-13: Panel participant at “A place at the table” panel discussion
- Fall 2013-present: Faculty Senate Committee Member- Information, Technology, and Media Services
- Stockton Veteran Advisory Board Member (Summer 2009-present)
- 1-13-14: 3<sup>rd</sup> Veterans Orientation/Registration
- **Other**
  - Fall 2013: School volunteer- Helped students construct technology projects at the Atlantic Christian School. 

### Darrell Cleveland

- **Publication**

- Hughes, S., Noblit, G & Cleveland, D. (2014). Derrick Bell's Post-Brown Moves toward Critical Race Theory. In Special issue: honoring Derrick Bell's contributions to CRT in Educational Studies Race Ethnicity and Education. 16(4).

- **Service**

- FRC
- PRC
- Preceptorial Advising
- Search Committee, Fall 13
- Open House, Fall 13
- Praxis Prep (social studies), Spring 14

### Susan Cydis

- **Publication**

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

- **Presentations**

- Cydis, S., Ross, C. & Scully, M. (2013, November) *The Workshop Model, Technology and Authentic Literature to Remediate Adolescent Readers*, National Conference of the Council of Exceptional Children, Teacher Education Division, Ft. Lauderdale, FL.
- Cydis, S. (2013, November) *Using Web-based Technology and Applications to Support At-Risk Students*, National Conference of the Council of Exceptional Children, Teacher Education Division, Ft. Lauderdale, FL.
- Cydis, S., Haria, P., Meyers, S. (2013, November) *Coaching Collaboratives: Joint Ventures between Professors and Teachers in inclusive, multi-cultural settings*. National Conference of the Council of Exceptional Children, Teacher Education Division, Ft. Lauderdale, FL.

- **Grantwork/Awards**


- 2020 Initiatives Grant (\$14,500), “Supporting ELOs in Students: Instructional Design and Assessment”, Richard Stockton College, November 2013
- Provost Opportunity Fund Award (\$1430), “Professors As Coaches”, October 2013
- Research and Professional Development Award (\$5400), “Fostering Technology Literacy in Future Teachers” – Richard Stockton College, 2013

- **Service**


- College-wide service
  - ELO Steering Committee Member



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- E-Portfolio Task Force Member
- Advisory Council Member
- Academic Programs and Planning Committee Member
- Master's Thesis Committee Member for Alena Brooks, Speech Program
- Stockton Team Member of AAC&U Conference in Portland, Oregon for college-wide ELO initiative
- 21<sup>st</sup> Century Teaching and Learning Committee Member
- Child Studies Minor Proposal Committee member, Richard Stockton College
- School & Program service
  - Reading/Language Arts Lead for the Teacher Education Program
  - Gateway to the Teaching Profession Task Force Member
  - Mayor's Book Club Faculty Liaison for Downe Twp. Elementary and Millville Public Schools 

### Priti Haria

- **Grantwork**
  - Research and Professional Development Award (\$3,549). co-PI, "*Interdisciplinary Collaborative Approach: Phonological Awareness and Reading Skills Intervention (IDCO-PARSI)*" Richard Stockton College of NJ, 2013.Fall 2013.
  - American Speech-Language-Hearing Association (\$10,000). Co-PI. "IDCO-PARSI research project". Spring 2014. 
- **Publications**
  - Haria, P., & Midgette, E. (2014). Genre-specific reading comprehension strategy to enhance struggling fifth grade readers' ability to critically analyze argumentative text. *Reading and Writing Quarterly: Overcoming Learning Difficulties*.
  - Midgette, E. & Haria, P. (in press). Planning and revising written arguments: The effects of two text structure-based interventions on persuasiveness of 8<sup>th</sup> grade students' essays. *Reading Psychology*.
  - Blamey, K., Beauchat, K., Haria, P., & Sweetman, H. (2013). Impact of explicit instruction on head start students' vocabulary knowledge. *Michigan Reading Journal*.
- **Presentations**
  - Haria, P. & Johnson, S. ( August 2014). Effect of interdisciplinary collaborative approach on at-risk students' phonological awareness and reading skills. Paper will be presented at the 2014 World Congress on Special Needs Education (WCSNE), Philadelphia, PA.
  - Haria, P., Koch, A., & Conover, J. (August 2014). *Improving upper elementary students to identify, summarize and analyze argumentative text*. Poster will be presented at the 2014 World Congress on Special Needs Education (WCSNE), Philadelphia, PA.
  - Haria, P., Blamey, K., Beauchat, K., & Sweetman, H. (July 2014). *Impact of word walk on preschooler' vocabulary knowledge: Years 1 & 2*. Paper presented at the 2014 Division of International Special Education and Services (DISES) of Council of Exceptional Children (CEC), Braga, Portugal.
  - Haria, P., Blamey, K., Beauchat, K., & Sweetman, H. (April 2014). *The effects of explicit instruction on Head Start students' vocabulary knowledge*. Paper presented at the 2014 American Educational Research Association (AERA), Philadelphia, PA.

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- Haria, P., Koch, A., & Conover, J. (2014). *Improving upper elementary students to identify, summarize and analyze argumentative text*. Poster presented at the 2014 Council of Exceptional Children (CEC). Philadelphia, PA.
- Haria, P., Blamey, K., Beauchat, K., & Sweetman, H. (April 2014). *Word Walk: A sequential vocabulary routine to enhance diverse preschooler vocabulary knowledge*. One-hour Demonstration Presented at the 2014 Council of Exceptional Children (CEC). Philadelphia, PA.
- Haria, P., Blamey, K., & Beauchat, K., (Feb 2014). Invited for two-hour workshop on *How to Integrate explicit Vocabulary Instruction During Shared Reading Times*. Presented at Reading Conference, Milwaukee, Wisconsin.
- Haria, P., & Blamey, K., (Oct 2013). Invited for Professional Development on Explicit Vocabulary Instruction for Teachers of English Language Learners (ELLs). Presented at MEP and ESL Conference "Education without Borders," Harrisburg, PA.

### Shelly Meyers


- **Publication**
  - Meyers, S. & Lester, D. (2011). An evaluation of situated learning. SAGE Open, July-September 2013: 1-9. DOI:10.1177/215829-4013497025
- **Presentation**
  - Presenter, Collaborate and the Flipped Classroom: Perfect Together, NJEdge Faculty Showcase, Brookdale College, New Jersey, March 2014.
  - Presenter, Using Collaborate in an Online Course to Increase Student Engagement, Constructivist Learning and Assessment: A Case Study, NJEdge Annual Conference, Plainsboro, New Jersey, November 21, 2013.
  - Presenter, The Coaching Cooperative: Joint Ventures between Professors and Teachers in Inclusive, Multi-Cultural Settings, Council for Exceptional Children, Teacher Education Division Annual Convention, Fort Lauderdale, Florida, November 7, 2013.

### Kim Lebak

- **Publication**
  - Lebak, K. & Schule L. (in press). Changing Directions: One Teacher's Journey. *Journal of Teacher Action Research*.
- **Presentations**
  - Lebak, K. (2014, April). Using Video and a Structured Observation Framework to Foster Pre-service Teachers Reflective Capacity. AERA Annual Conference. Philadelphia, Pa.
  - Lebak, K. (2014, April). Increasing the Quality of Teacher-Student Interactions through participation in video-based professional development structured through CLASS. AERA Annual Conference. Philadelphia, Pa.
  - Lebak, K. (2014, March). Developing Preservice Teachers' Reflective Capacity to Analyze their Teaching Practice. NARST Annual Conference. Pittsburg, Pa.
  - Lebak, K. (2014, January). Developing effective science teaching in in-service teachers: The need for multiple supports. Association of Science Teacher Educators (ASTE) Annual Conference. SanAntonio, TX.
- **Grants**
  - Lebak, K. (October, 2013-Summer, 2015) Stockton College Assessment Literacy Exploration. Principle Investigator. NJDOE funded grant. 🌐

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### Lois Spitzer

- **Publications**
  - Spitzer, L. (in press). Developing cross-cultural awareness: Can one college course make a difference? *Journal of Multiculturalism in Education*.
  - Spitzer, L., Cordero-Roman, A. (2013, June). Language Study: A Necessary Part of the Internationalized Curriculum. *Multicultural Learning and Teaching*. 8, 1, 81–92.
- **Presentations**
  - Spitzer, L & Zhou, JY. (2014, May). Path to Global Competence: Small College Takes Big Steps. 2014 NAFSA Conference, San Diego, California.
  - Spitzer, L. & Karavackas, I. (2013, May). Convergence of Will: Administrative and Faculty Contributions to Comprehensive Internationalization. 2013 NAFSA Conference, Saint Louis, Missouri.
- **Service**
  - **School/Program**
    - School of Education Representative, Faculty Senate (2014-2016)
    - Mentor- JY Zhou, Internationalization Specialist (hired Fall 2013)
    - Member, MAED Program Review Committee
    - Co-facilitator- Tomorrow's Teachers (Stockton's articulation agreement with Southern Regional School District)
  - **College-wide**
    - Member, Advisory Board, Office of International Services 
    - Member, 2020 Global Perspectives Committee
    - Member-International Studies Minor Committee
  - **Community/Other**
    - NJTESOL/NJBE Annual Fall Conference Coordinator (10/13)

Ron Tinsley- no submission received

### Meg White

- **Publications**
  - Meredith Brown, C. & White, M. (2013). "Connecting community and culture". Accepted for publication, *Journal of Education and Learning* 2/10/14
  - Accepted for publication, mini-chapter in Dignity of the Calling: Educators Share the Beginnings of Their Journeys, Andrew Kemp, Ed.
  - Revision of previously submitted article: White, M., Meredith, C., Byrne, L. Ricchezza, L. and Viator, M. (2013). "Transforming single story perceptions of urban education: Lessons from Rowan's urban teacher academy (RUTA)". Resubmission to The Educational Forum for peer review.
  - White, M. & Meredith Brown, C., and Schaffer, C. (2014). "Understanding Urban Students Through Self-Exploration." Submitted 5/30/2014 to The International Journal of Learner Diversity and Identities for peer review.
  - Submitted to Pearson Publishing an initial outline and introduction for a textbook titled *Connecting to Urban Schools Through Self and Community Exploration*.
- **Presentations**
  - **National/International**
    - Presentation at John Hattie's Visible Learning Conference, San Diego, CA (July 16-17, 2014). "*The ABC's of Cultural Understanding and Communication*."


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- Presentation at Pedagogy and Theatre of the Oppressed conference at The University of Nebraska, Omaha. (June 28, 2014). *“Understanding urban students through self-exploration”*.
- Presentation at Kappa Delta Pi Convocation, Dallas, TX. (October 25, 2013). Workshop entitled: “Recruiting and Retaining Effective Urban Educators”.
- National Education Association (NEA) Higher Education Conference (March 2013). Presented “Transforming Single Story Perceptions of Urban Education: Lessons from Rowan’s Urban Teacher Academy (RUTA).
- **State/Local**
  - Effective Questioning. Ocean City Middle School. (October 2013). Southern Regional Institute-Education Technology Training Center, Richard Stockton College. 🌐
  - Formative Assessment and Effective Questioning. Somer’s Point (November 2013). Southern Regional Institute-Education Technology Training Center, Richard Stockton College. 🌐
  - Effective Questioning. Stafford Township Intermediate School. (February 2014). Southern Regional Institute-Education Technology Training Center, Richard Stockton College. 🌐
  - *So you want a better evaluation: Effective practices to yield better evaluations using the Danielson Framework*. Brookdale Community College Center for Teaching Excellence. (May 2014). 🌐
- **Grant**
  - Research and Professional Development Grant. Urban Teacher Academy research.
- **Service**
  - **School/Program**
    - Established collaborative relationship with the Atlantic City Schools to place all INTRO semester students in AC for their first field placement, beginning Fall 2014 w/help of Dean Keenan and Dr. Curry of SOE. 🌐
    - SCALE Grant coach with Egg Harbor City Community School 🌐
    - EDUC 3000 Gateway Taskforce Member
    - Mayor’s Book Club- faculty participant w/local schools 🌐
    - ELO Study Group participant
    - Praxis II Taskforce- helped create and run Saturday Praxis bootcamp session
  - **Other**
    - Journal referee
      - The Urban Education Journal
      - International Journal of Learner Diversity and Identities

### **Program’s Community Engagement for 2013-14:**

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


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Links to community engagement are prevalent within the School of Education. Many faculty works directly with local K-12 schools including children, teachers, and administration. To give a sense of what work is related to the community, a  symbol was used to denote connections from reported faculty activity for the 12-13 academic year.

The TEDU Program recognizes the importance of community engagement. Beyond faculty independent work, projects that are relevant that were initiated with a direct link to the TEDU Program include:

- **Mayor's Book Club**-The Stockton SOE partnered with the NJ League of Municipalities to offer a literacy initiative in **six** local schools within Atlantic, Cape May and Cumberland County.
- **Stockton College Assessment Literacy Exploration Grant (SCALE)**- This grant is NJDOE funded and linked with SRI-ETTC. Led by a SOE faculty member, this grant explores effective teaching of acting classroom teacher through video-based analysis of instruction in local schools throughout southern NJ.
- **Collaborative partnership with Atlantic City School District**- This partnership was established to allow TEDU students to gain exposure to the realities of teaching in a diverse learning setting in southern NJ. As of Fall 14, all students will do their first fieldwork experience in an AC school. The partnership includes full involvement of all schools including the classroom teachers and administration.
- **Tomorrow's Teachers**- This program provides students at the high school level to complete courses for college credit within their HS buildings. This particular program offers a teaching-related course that can later be used as a course towards a degree w/teacher certification. Stockton has established an articulation agreement with Southern Regional School District and hopes to continue to expand to more schools in the coming year.

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.

Activities that fall within this category are denoted with a  symbol within faculty activity reported (see above). In many cases, this type of activity was not reported. In future terms, the faculty will be alerted to this item on the annual report submission.

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### **Program Learning Outcomes Assessment Summary for 2013-14:**

| Objectives  | Measure(s)  | Result(s)  | Interpretation(s)   | Action(s)   |
|---|---|--|---|---|
| 1. Address growing number of students unable to pass the updated Praxis II for elementary certification | Praxis II scores from attempters<br><br>Focus group w/ unsuccessful attempters  | High rate of failures among attempters with largest issues in areas of math, science, and social studies<br><br>Unsuccessful attempters reported lack of preparation in content tested (too dated) and/or failed to study properly | More preparation is needed in both test taking strategies and with topics on the elementary Praxis II. Most college courses focus on content that is beyond K-12 level. | Creation of a Praxis II Taskforce that resulted in the design and offering of a free 2 day workshop series including a separate test prep strategies 1 hr session.  |
| 2. Seek ways to further expedite and reduce credit burden on students seeking teacher certification     | Number of expedited degree programs & total credits required if degree earned at Stockton<br><br>Total credits earned in degree areas without expedited degree options. | Though a number of degrees now offer education options, students still take well beyond the 128 standard required for a degree.<br><br>For degrees w/no concentration, students can take as many as 160-170 credits.               | Additional ways are needed to help reduce the credits needed, particularly in programs where credits are still high despite education concentrations.                   | TEDU reviewed courses within program and selected 3 courses to allow equivalent courses within Stockton curriculum: EDUC 1515, EDUC 2241, and INTC 2610. Action reduces possible credit burden by 12 credits. |
| 3. Address need for more ESL/BE preparation for preservice teachers                                     | Program completer self-reported data via Exit Survey  | Mean values on Exit Survey for ESL/BE were below program standard.   | More directly-related assignments are needed within certification course sequence (Intro,   | An integration plan was developed and has begun to be implemented to infuse ESL/BE  |

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|  |  |   |   |   |
|--|--|---|---|---|
|  |  |   | Intermediate & Student Teaching)  | topics into coursework and fieldwork experiences in K-12 schools.   |
| 4. Ensure preparedness for entry into the TEDU Program | <p>Records of performance in required 40 hour field experience (grades &amp; feedback forms from cooperating teachers)</p> <p>Interview with the fieldwork coordinator for performance reports provided formally or informally on students in field.</p> <p>Program completer self-reported data via Exit Survey relating to field experiences</p> | <p>Students had mixed experiences in the 40 hour, prerequisite teaching experience.</p> <p>Professionalism and disposition were often reported among students in the 40 hour experience compared to the more formal 80 hour experiences.</p> <p>Data showed value in field experiences, but students often noted issues w/miscommunication, needing more guidance on expectations, etc.</p> | <p>The 40 hour field placement is linked to a non-EDUC course, PSYC 3391 or 3890.</p> <p>The field experience is not in line with current practices for the 80 hour experiences.</p> <p>Students need more direct preparation in areas including but not limited to:</p> <ul style="list-style-type: none"> <li>-professionalism</li> <li>- K-12 legislation including HIB</li> <li>-requirements for the TEDU program</li> <li>-state licensure</li> </ul> | <p>Faculty reviewed and voted to change program requirements. A taskforce was formed to create and implement the change.</p> <p>EDUC 3000 <i>Gateway to the NJ Teaching Profession</i> was designed to replace the 40 hour field placement requirement and serves as a new prerequisite for entry into the TEDU Program</p> <p>PSYC 3391 Ed Psyc was changed to a professional requirement that can be taken at any time and is no longer tied to the</p> |

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|   |   |  |  |   |
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|   |   |  |  | fieldwork experience or serves as a professional education course sequence prerequisite.  |
| 5. Increase use of automated, digital collection of student performance to aid in program evaluation. | <p>Review of current systems for gathering data from key elements of program beyond course grades for program evaluation</p> <p>Results and recommendations from accreditation summary provided by TEAC</p> | <p>Intro, Intermediate, and Student Teaching semesters serve as key semesters to track growth and capacity of TEDU students.</p> <p>Data is often used at the instructor level. However, data in many cases is not collected in a form that is easily aggregated for program evaluation.</p> <p>Too much emphasis is placed on course grades. More reliable measures are needed based on TEAC Inquiry Brief process completed the previous year.</p> | <p>Data is needed at each stage within the TEDU certification to track students' academic abilities and performance in K-12 schools.</p> <p>Student teaching is the most important term since it serves as the capstone experience for the TEDU Program. Transition should begin in this term with additional revisions planning in future for Intro and Intermediate Semesters.</p> | <p>Student teaching documentation was converted to a fully online process via the web-based program Taskstream including:</p> <ul style="list-style-type: none"> <li>-All college supervisor evaluations completed and submitted in an electronic portfolio</li> <li>-All cooperating teacher observations and evaluations completed and submitted via a Taskstream-based survey tool.</li> </ul> |
| 6. Analyze Exit Survey data for for extent to which program claims were met                           | Review of Exit Survey data for Fall 13-Spr 14   | All questions are above the program-established mean of 3  | Adjustments made to program are beginning to make an impact  | Continue to monitor Exit Survey data each term.   |



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|  |  | <p>(well prepared) or higher on a scale of 1 to 4 for Fall 13.</p> <p>For Spring 14, a few areas were found to be below the established mean including Q9 related to ESL/BE preparation and Q15 related to teaching special needs.</p> | <p>though not consistently. Program should continue to seek ways to strength student preparation in area of ESL/BE and special needs.</p>   | <p>Continue work on integration plans to include specific assignments aligned to two areas identified as needing further development (ESL/BE and special needs)</p>  |
| <p>7. Analyze student teaching experience data for extent to which program claims were met</p> | <p>Review of culminating evidence of student teaching performance on the Student Teaching Final Evaluation Form (STEF) by college supervisors for Spr 14</p> | <p>All students met program established requirements.</p> <p>A few anomalies were found when associating Danielson Framework performance rating to grade earned for student teaching.</p>  | <p>Program completers show competencies expected of novice teachers.</p> <p>Students performing in the B range have scored indicative of inconsistent performance but meeting minimum requirements established.</p> <p>Further review is needed to determine if Danielson performance rating should be directly linked to course grade.</p> | <p>Review of data with SOE personnel and faculty to review current policy on student teacher performance.</p> <p>Update of college supervisor training to ensure student teacher evaluation is consistent and follows established policy.</p> <p>Continue refining digital collection of performance data in a way that allows for program evaluation.</p> |

**Coordinator Comments about Essential Learning Outcomes Table:**

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

Faculty members individually reported their work on Essential Learning Outcomes. Actions taken by faculty are listed below:

**Susan Cydis**

Susan linked ELOs to her academic work in several ways including:

- Integrating ELOs into EDUC 4105 and GEN 3245
- Serving as project director and co-facilitator of ELO Study Group (2020 grant)
- Participating in the ELO Steering Committee Member
- Serving as an E-Portfolio Task Force Member for ELO integration/assessment
- 1 of 5 faculty members invited to attend AACU conference in Portland to support Stockton's ELO initiative Currently conducting ELO research (R & PD grant -\$5800)
- Participating in Assessment Institute Project on ELOs/Presented at the Day of Scholarship

**Shelly Meyers**

Shelly is working on the ELO Steering Committee headed by Carra Hood. She is collaborating with Bill Reynolds on developing faculty workshops for the ELO's and am also on the committee to incorporate the ELO's into my Freshman Seminar as a pilot.

**Lois Spitzer**

As part of Stockton's ELO Study Group this past year, Lois chose as to focus on Global Awareness ELO and weaved activities and assignments into the curriculum of EDUC 3000 module on Linguistic and Cultural Diversity to support this ELO.

**Meg White**

Meg participated in an ELO Study Group during Spring 2014. She chose an outcome dealing with communication, provided students in her courses two opportunities to address the area of communication through group and individual presentations to the class. Students were evaluated by their peers using a pre/post rubric for scoring.

**Program's Annual Activity Plans for 2014-15:**

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

*\*Denotes any goals continued from 13-14 academic year*

**Short term goals for 13-14**

1. \*Continue to integrate cooperating teacher feedback on candidates into TEDU Program's assessment practices including:
  - a. Formalization and digital collection of Introductory and Intermediate Fieldwork Feedback forms from cooperating teachers

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- b. Integration of cooperating teaching feedback during the Student Teaching semester including the Mid- and Final-Evaluation Form via Taskstream DRF (versus through the Taskstream survey format)
2. \*Continue creating template syllabi for all program courses to ensure consistency across all TEDU courses. Focus specifically on program requirement courses housed with SOE including EDUC 1515, EDUC 2241, & INTC 2610. (This item may not be completed for 13-14 but will be a part of goals to realign program to updated CAEP accreditation standards.)
3. \*Continue articulation with Academic Advising to update and revise advising documents including: (continued from 13-14)
  - a. Creation and review of CAPP Audit
    - i. For new BA degrees w/TEDU concentrations
    - ii. For teacher certification
  - b. Revision of existing CAPP degrees w/updated TEDU program curriculum
4. Begin alignment of TEDU Program to CAEP and INTASC standards.
  - a. Review and adapt program claims (aligned currently to TEAC standards)
  - b. Review TEDU Program curriculum to determine how program coursework and requirements fits within updated claims
  - c. Determine an action plan for revisions/changes that may need to be made to the program
5. Create and launch a bi-annual survey of TEDU Program alumni as part of program assessment plan.
6. Continue to monitor student performance on the Praxis II for passing rates, with particularly emphasis on elementary education, and explore supports to help with test preparation (content and test taking strategies).

### **Long term goals with elements to begin for 13-14 academic year**

7. Begin the process of targeting “signature” assignments to serve as outcome-based evidence of candidate performance that will be aligned to updated program claims.
8. Begin process of reviewing and developing a plan for the implementation of a portfolio system within Taskstream that can be used to collect outcome data for the purpose of program assessment.
9. Discuss and propose to administration a formal mechanism for integration of essential themes including ESL/BE (process begun informally), special needs education, and technology within the TEDU certification course sequence.
10. Discuss the necessary mechanisms that will be needed to convert to a portfolio system that will require oversight of submissions, review of tasks collected, etc. (Faculty raised concern for the time and effort that it will require to monitor and oversee this process.)

**Anticipated resource needs and budget items:**

- **Additional tenure-track faculty line dedicated to the undergraduate TEDU Program-** Based on the increase in course enrollments and degrees offering education concentrations, it will be important to maintain full time faculty in core, certification courses (ie. Introductory, Intermediate & Student Teaching), particularly in courses that will contain outcome-based evidence that is tied to our program assessment methods. Beginning in Fall 2014, we have already had to hire two additional adjuncts to cover certification courses within Intro and Intermediate Semester. Both adjuncts will teach courses that serve as core measures of our students' performance. In addition, this also opens the possibility that a student could potentially take all certification courses without ever being taught by a full-time tenure faculty member. With heavier accreditation standards coupled with the importance of producing quality novice teachers, this is of concern to the TEDU Program. As a whole, the TEDU Program is in a pattern of growth evident in all data presented as part of this report. Of particular need for the program is a faculty member with expertise in elementary (K-8) pedagogy and a strong background in a content area including mathematics, science, or social studies.
- **Dedicated funding to support accreditation-related tasks beyond Program Coordinator-** With the shift of the TEDU Program to new accreditation standards, it will be necessary to create and monitor new mechanisms to track student performance. This is likely to include signature assignments submitted to a portfolio-system housed online. In addition, integration plans are currently being structured to assist in addressing areas that need additional emphasis within certification courses (ESL/BE, Special Needs, & Technology). Funding will support the time necessary to monitor and maintain these efforts.
- **Part-time statistician/data analyst-** The TEDU Program has seen an increase in demand on accountability measures. Measures include a number of reports that require aggregating data on our student population. The reports we now are required to submit based on state or federal mandates include: Title II Fall Certification Report, Title II Spring Federal Report, AACTE PEDS, CAEP Annual Report (*new*), and NJDOE EPP Report (*new*). Beyond these reports, the TEDU Program is subject to requests based on the Open Public Records Act (OPRAs). One such request came from NCTQ in the past academic year. Any time such requests are received, SOE personnel must be utilized to comply with requests made. The request for a part-time statistician/analyst will help with the increased reporting burden. Currently we have multiple staff members doing parts of reports which are then compiled for submission. This process at times causes confusion, additional work, and the risk of inaccurate data analysis. A dedicated staff member would allow for a more efficient collection of and analysis of data gathered.
- **Additional dedicated classroom space-** The TEDU Program has acquired two state-of-the-art classrooms as dedicated space for program courses. These classrooms provide our students with exposure to K-12 classroom technologies including interactive whiteboards, laptops, iPads, and clicker systems. To date, the classrooms are fully utilized for as many courses as can be scheduled in the rooms with priority given to certification courses leading to student teaching (ie. Intro and Intermediate Semester courses). However, as we add additional sections of courses (2 new courses already as of Fall 14), it will be necessary to acquire additional classroom space. The CAEP standards also support this request with a heavy emphasis on K-12 instructional technology and pre-service teachers' ability to utilize this technology effectively in instruction. Two additional classrooms similar to those already in

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place are requested to keep up with the demand on classroom space as well as rising standards for pre-service teacher competency with K-12 technologies.

### Dean's Comments:

Please answer here.

As always, the TEDU Coordinator's report is an exemplary model of goals-directed activities. In addition to balancing the long-term change agenda set forth during the TEAC reaccreditation period, Dr. Boakes has mobilized the TEDU faculty to respond to rapidly-shifting regulations from the NJDOE on a shorter-term change agenda. The balance of these two competing demands would be more than enough for most faculty coordinators; however, Dr. Boakes also continues to forge ever-stronger partnerships for the School of Education, both internally (among four-year degree programs) and externally (as a CAEP evaluator, as a PARCC Item Reviewer, as an NJDOE advisor, as a NJ President's Council member of the Transfer Task Force in Education, and as Conference Chair for the National Council of Teachers of Mathematics eastern regional meeting in 2015). In addition, Dr. Boakes has continued to inspire her TEDU colleagues to internationalize the curriculum, not only through the faculty committees who have been meeting during AY 13-14, but through her own ambassadorship to Jeju University, Korea, to Lesotho, Africa, and to Japan for her Origami scholarly work.

As Dr. Boakes illustrates in this report, quantifying Teacher Education students has become more complicated as the TEDU program has responded to a national decline in enrollments by eliminating the Stockton-only requirement to earn a full second BATE degree. An unintended consequence to what is actually an *increase* in course demand has been the *decrease* in TEDU "majors" using conventional institutional reporting mechanisms. In this report, Dr. Boakes has done admirable work in tracing the largest opening of the "pipeline" (EDUC 1515, 2241 and INTC 2610) even as she acknowledges the tendency of this method to exclude students who transfer in these courses. More accurately, the gauge of 122 students who've recently completely the aptly named "Gateway" course has borne an approximate 50% readiness of that population to gain entry to the Introductory semester (approximately 65 passing Praxis I or its equivalent SAT/ACT literacy requirement). Similarly, as Dr. Boakes notes in counting the far "outcomes" end of the pipeline, the number of student teachers generally reaches approximately 75% between the Intermediate semester and passing the Praxis II exams required for the licensure semester.

Accordingly, the outcomes assessment plan for the TEDU program sought not only to investigate and improve the areas of challenge that the TEAC self-study revealed, but also to improve the 75% Intermediate-to-Student Teaching transition. The planning, recruiting, delivery and assessment of the program's first Praxis II workshops for elementary candidates in data-informed challenge areas from the exam were another example of excellence in closing-the-loop. TEDU faculty plan to continue strengthening student learning outcomes in a number of ways, including building out full General Studies courses that provide all Stockton students with liberal arts content knowledge in mathematics, science and social studies. Indeed, as Dr. Boakes notes in the section forewarning of a probably need to add a faculty line in pedagogy, if we continue to improve the "pipeline throughput" in these ways, there will be sufficient, sustained enrollment demand increases to warrant a request in the future.

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Therefore, the TEDU program faculty are to be commended on their excellent team work during AY 13-14, and in particular for their multiple opportunities to demonstrate leadership throughout the College. As Dean, I fully support their ongoing efforts to lead their peers around the state of New Jersey in exemplary best practices.

### Process for completing the Template:

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

\*Please contact Gail Tracy in Institutional Research & Planning with questions regarding the template.

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