

Summary of the Case (from the Inquiry Brief Proposal)
Richard Stockton College of New Jersey
Master of Arts in Education¹
Audit Dates: September 23-26, 2007

The Summary of the Case is written by the auditors and approved by program faculty. The Summary reflects the auditors' understanding of the case the faculty are making for accreditation.

Authorship and Approval of the Inquiry Brief Proposal:

The *Inquiry Brief Proposal* was written by Kim Lebak, and was approved by the majority of the MAED program faculty on May 17, 2007.

Introduction:

Richard Stockton College of New Jersey is a public liberal arts college that offers baccalaureate degrees in the arts, sciences, and professional studies. In June 1994, the State of New Jersey approved the first graduate program at Stockton College in physical therapy and students began to enroll in graduate courses in January 1997.

The Stockton Teacher Education Program (STEP) conducted a survey of 387 graduates from fall 1997 to spring 2000, and 156 alumni (40%) responded. Of those who responded to the survey, 123 (79%) said they were interested in pursuing a master's degree in education. STEP also collected information from local school districts on the number of teachers who held baccalaureate-only degrees. From these activities, the faculty determined that there was significant interest among alumni for a master's degree in education and that there was a potential pool of students among area teachers. The department formed a Master of Education Committee that presented the proposed program for faculty approval on September 30, 2003.

The Master of Arts in Education (MAED) at Richard Stockton College of New Jersey is a new program launched in the fall of 2004 for certified teachers pursuing a master's degree in one of four content specializations: language arts literacy, mathematics, science, and special education; in 2006 it graduated 12 students. MAED, in partnership with the Master of Arts in Instructional Technology (MAIT) program, also offers a Post-Master's Supervisory Endorsement Program; although two students have completed the coursework for this endorsement, neither student is a program completer from the MAED program. Faculty at Stockton College seeks New Program accreditation for MAED from TEAC.

The current director of teacher education was appointed in 1998 and between

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2002 and 2006, 11 full-time tenure track faculty were hired and they teach in both the STEP and MAED programs. In October 200g the faculty adopted the MAED mission statement – “*Our mission is to help certified professionals develop into master teachers*” – and agreed that graduates of the program would demonstrate mastery of subject matter content, understand pedagogical issues surrounding the teaching and learning of content, and be able to interpret and implement current research on teaching and learning. The program attempts to promote continuous growth and self-improvement based on teachers’ reflective practice.

Claims:

MAED faculty at Stockton College makes the following three claims:

1. Graduates will demonstrate that they have developed a deeper understanding of educational theory and research, content area knowledge, and effective pedagogy.
2. Graduates will demonstrate their ability to convert professional knowledge into classroom instruction that helps students master the New Jersey Core Curriculum Content Standards (NJCCS).
3. Graduates will demonstrate that they are reflective, caring teachers who employ equitable teaching practices.

In designing the curriculum that will lead graduates to successfully meet these claims, faculty has integrated the cross-cutting dimensions of technology, learning to learn, and multicultural perspectives into the required content, pedagogy, and research courses.

Evidence in support of these claims:

MAED faculty members have aligned program elements with the three claims and identified the sources for the evidence they are beginning to collect and analyze on their graduates as course grades, the capstone project, and the alumni survey (also referred to in the *IBP* as the Exit Survey).

| Sources of Evidence | Claim 1 | Claim 2 | Claim 3 |
|--|---------|---------|---------|
| Course grades in 5 required content courses | X | | |
| Course grades in 6 required pedagogy courses | | X | |
| Course grades in 2 required research courses (including EDUC 5920 the Capstone course) | | X | X |
| Capstone project | X | X | X |
| Alumni survey [also referred to as Exit Survey] | X | X | X |

Table created by auditor from Table 2.1 in *IBP*

Evidence for demonstrating mastery of the three cross-cutting themes is listed as resulting from the alumni survey, and the *IBP* asserts that students encounter the themes in several specific courses, not all of which are required

by every program option.

The Capstone project, used to provide evidence that candidates meet all three claims, is a culminating action research project that includes a literature review, developing a research question, collecting and analyzing data, and developing a future action plan. Students include videotapes of their teaching, peer reviews of the videotapes, reflective dialogues, and fieldwork journals in their Capstone projects. The program suggests that the rubric for the Capstone project aligns with the three MAED claims as follows:

| Category in the Capstone Project | Claim 1 | Claim 2 | Claim 3 |
|--|----------------|----------------|----------------|
| Understanding relevant literature | X | | |
| Understanding significant educational problem | X | | |
| Demonstrate knowledge of the student's community | X | X | |
| Demonstrate ability to transfer research into improved instruction | | X | X |
| Demonstrate ability to use multiple instructional methods | | X | X |
| Demonstrate ability to reflect critically and analyze practice | | X | X |

Table created by auditor from Table 2.2 in *IBP*

The MAED faculty cautions that, because the program is new and has only 12 graduates, the data it has collected and analyzed are limited. The *Inquiry Brief Proposal* also describes assessments that were used for program analysis but are not included in making the case for new program accreditation. In addition to the sources of evidence listed above, MAED faculty proposes the following new assessments:

| Proposed New Sources of Evidence | Claim 1 | Claim 2 | Claim 3 |
|---|----------------|----------------|----------------|
| Exit Survey [formerly called Alumni Survey] | X | X | X |
| Pre and Post – Videotape and Reflection Self and Faculty Analysis | | X | X |
| Pre/Post Content Test for Math, Science, and Language Arts / Literacy Specialization Tracks | X | | |
| Praxis II Special Education: Knowledge-based Core Principles | X | | |
| NJCCCS Self Assessment for Science, Mathematics, and Language Arts / Literacy | X | X | |
| New Jersey Professional Standards for Teachers Self-Inventory | X | X | X |
| Capstone Revisited | X | X | X |

Table created by auditor from Table 3.5 in *IBP*

Those students in the Post-Master's Supervisory Program at Stockton College must complete an additional two courses past the MAED program. The proposed assessments for the supervisory program include the New Jersey Professional Standards for School Leaders Self-Inventory and an evaluation conducted on a teaching videotape.

Results:

For purposes of writing the *Inquiry Brief Proposal*, the faculty collected and analyzed evidence from all twelve program completers in terms of course grades and Capstone scores for the rubric items that align with each of the three claims. The program set a standard of 75% achievement in analyzing each item in the Capstone project and determined that it does not have sufficient evidence that its graduates meet the claims at this time.

Plan for program improvement:

Based on what they learned analyzing the data from the first set of graduates, faculty have proposed changes in three courses (EDUC 5410/5334/5910) to prepare students better for undertaking the research and writing the paper for the Capstone project. In addition, the faculty proposes to collect data specifically linked to the cross-cutting themes.

Internal audit:

The three-member TEAC Committee was assisted by three additional faculty in its review of the quality control system for the MAED program. Overall, the audit revealed that the processes and procedures generally worked as planned, but it also exposed that graduate students do not enjoy the same support afforded to undergraduate students at Stockton College:

- Student support services, with the exception of the library, do not extend their hours into the evening and thus do not serve the graduate students in the MAED program.
- The Office of Academic Advising does not have a designated graduate student advisor.

Many of the elements of concern described in the MAED internal audit were revealed by the internal audit of the Stockton Teacher Education Program internal audit as they address the education program more generally. For example,

- The need for additional full-time faculty, especially in Special Education.
- The need for science labs and language labs equipped with technologies specific to education, such as Smart Board.
- The need for addressing a college concern that not all student services centers are available for graduate students.

Commitment:

On the whole, the program faculty found that the program had parity with regard to the institutional norms and concluded that Richard Stockton College of New Jersey was committed to its teacher education program.

¹ **The program includes options in the following areas and New Jersey, following to its own policies and regulations, may grant teaching licenses in these areas to the program's graduates:**

Certification of teachers pursuing a master's degree in one of four content specializations: language arts literacy, mathematics, science, and special education or a post master's supervisory endorsement.