

**Program Proposal:**  
**Master of Arts in Educational Leadership – Higher Education Leadership Concentration**

**Statement of Proposal:**

The Teacher Education Convening Group proposes to institute an additional program concentration, the *Master of Arts in Educational Leadership – Higher Education Leadership*, commencing in 2020-2021.

**Rationale and Program Objective**

The rationale for the implementation of a *Master of Arts in Educational Leadership – Higher Education Leadership* program concentration is grounded in the tireless commitment of Ramapo College of New Jersey to the preparation of highly competent education professionals. In keeping with both its overall mission and strategic plan, the *Master of Arts in Educational Leadership – Higher Education Leadership* program concentration will serve to provide and expand educational opportunities for individuals of all age, race, gender, sexual orientation, ethnicity and economic background who desire personal and/or professional development, specifically as it pertains to the provision of exemplary programs of professional studies in education for the preparation of prospective post-secondary education administrators.

As one of twelve (12) New Jersey public colleges and universities, and one of nineteen (19) New Jersey colleges and universities offering graduate level administration/leadership programs, Ramapo must continue to remain competitive with all other higher education institutions, particularly its public counterparts that, like Ramapo, have substantially lower tuition rates. Given the outstanding reputation and long-standing success of its MA in Educational Leadership program, and graduate and undergraduate level K-12 education and certification programs, Ramapo College is in the unique position to enter into a new and important market of higher education leadership/administration. In summary, the *Master of Arts in Educational Leadership – Higher Education Leadership* program concentration will specifically serve to undertake the following.

- Prepare prospective high quality postsecondary administrators as visionary, pioneering and reforming global educational leaders.
- Increase the pool of high quality, postsecondary education administrators to oversee student services, academic administrative functions, and research and institutional effectiveness at colleges and universities through a graduate experience that is grounded in the current research on effective educational leadership.
- Respond to state and national shortages of high quality postsecondary administrators. According to the U.S. Dept. of Labor, Bureau of Labor Statistics (2019), employment of postsecondary administrators is expected to grow 7-10 percent during the period 2018 to 2028, a rate that is faster than the average for all occupations, and even faster for management-specific occupations. This expected growth is due to increases in higher education enrollments. The BLS further reports:

*People will continue to seek postsecondary education to accomplish their career goals. As more people enter colleges and universities, more postsecondary education administrators will be needed to serve the needs of these additional students;*

*Additional admissions officers will be needed to process students' applications. More registrars will be needed to register students for classes and ensure that they meet graduation requirements. More student affairs workers will be needed to make housing assignments and plan events for students; and*

*Finally, job prospects will be best for candidates who have experience working in higher education and for those with a master's degree.*

(US Dept. of Labor, BLS, 2019)

- Build upon an interdisciplinary and experiential learning philosophy. As such, students will be required to participate in pedagogically aligned field-based learning experiences and administrative internship under the mentorship of high quality, forward-thinking contemporary higher education leaders who value research and instructional excellence, and create a culture that promotes critical and innovative thinking, collaborative problem-solving and, ultimately, student achievement.
- Respond to changing demographics in the region immediately surrounding Ramapo, by establishing an additional revenue source for the College that taps a new, yet, programmatically related market at the graduate level.
- Enable the College to meet the extensive number of internal and external requests of post-secondary professionals for a graduate degree concentrated in Higher Education Leadership which effectively prepares them for administrative service in the field.
- Enable the College to offer hands-on learning and internship opportunities through its various student services to provide students with experiential learning in an institution that places a high emphasis on retention and graduation.

#### *Critical Attributes for Higher Education Leadership Programs*

The skills that our students will need to thrive in our 21<sup>st</sup> century global economy are vastly different than that of the Industrial Age – an age for which our schools were built (Chinni, et al., 2017). However, it is quite apparent that many of our educational communities are not adequately equipped to meet the challenge of preparing our K-16 students for their future. Therefore, ensuring exemplary leadership for our K-12 and postsecondary institutions will be evermore critical.

Since the 1980's, postsecondary institutional leadership has been under increasing scrutiny due, in part, to increasing and more diverse enrollment; changes in, and reduced funding; increased student institutional choice; and continuing globalization of the sector (Simon, 2015). According to Simon (2015), "In this climate of change, Higher Education institutions have been required to consider how to develop their leaders and what might be appropriate leadership behaviour to enable adaptation to these new circumstances (p. 1)." The contemporary postsecondary leader must have a "broad understanding of the higher education landscape, an array of organizational and leadership concepts and tools, and the professional and personal competencies necessary to translate these capabilities into practice on a routine basis" (Ruben, De Lisi, & Gigliotti, 2017, p. 1).

In response to the current research and related trends, colleges, universities and related postsecondary institutions must reframe, perhaps even reinvent their respective leadership programs in a manner that focuses on administrative, instructional, community and visionary leadership roles in improving student learning in real schools (IEL, 2000). To this end, the *Master of Arts in Educational Leadership – Higher Education Leadership* concentration is specifically designed to prepare enrolled students for positions in higher education administration, policy analysis, research and related scholarship, in a rapidly changing, complex and rather unpredictable higher education landscape – one that demands high expectations for institutional accountability; student engagement and academic achievement; and operational efficiency. Furthermore, this new program concentration will:

- Advance the Ramapo College of NJ mission through a curriculum that is built upon the foundational pillars of interdisciplinary, intercultural, international and experiential learning;
- Extend leadership capacity across the College; and
- Promote a collegial and collaborative learning culture.

### **Relationship to RCNJ Mission and Strategic Plan**

In careful consideration of the aforementioned research and related factors, the overall mission of the Ramapo College *Master of Arts in Educational Leadership – Higher Education Leadership* program concentration is to provide prospective postsecondary educational leaders the opportunity for professional growth and development that is effectively balanced in both theory and practice, allowing for experiential learning in authentic contexts that reflect the changing social, economic and political landscape of Higher Education. All learning experiences will be built upon the four pillars - interdisciplinary curriculum, international education, intercultural understanding and experiential learning opportunities - of the Ramapo College Mission Statement, as well as the guiding principles and overall goals of the Strategic Plan, as captured, in part, by the following highlights:

1. The program of study is supported by an interdisciplinary curriculum that serves to establish the theoretical and content knowledge base necessary for the prospective contemporary higher educational leader, including: the current issues and trends in higher education; institutional curriculum, instruction and assessment; student affairs, enrollment management and general administration; policies and law; finance; organizational theory; strategic visioning and action planning; and data analysis and interpretation. This interdisciplinary curriculum will allow for the examination of content in isolation and across courses.
2. While higher education administrators must be able to effectively set the course and lead constituents across their respective institutional communities, they must also be globally competent. The globally competent higher educational leader is one who is, in part, appreciative of cultural issues and differences, and understanding of the global interconnectedness of educational, political, economic and environmental issues and responsibilities. The *Master of Arts in Educational Leadership – Higher Education Leadership* concentration program of study will consider this strand across all coursework through both content and discourse centered on globalization and international educational issues. Furthermore, students will have the option of participating in a summer International Internship experience during the summer between the first and second years. The International Internship supports the Field-based Capstone and related research project.
3. Process skills, including strategies for promoting behavioral change, individual and organizational commitment, and interpersonal relationships, are essential for higher education leaders. The *Master of Arts in Educational Leadership – Higher Education Leadership* concentration program of study is strategically designed in a manner that will develop these process skills through experiential opportunities to apply theory and knowledge in authentic, diverse contexts.

In the end, the overarching goal of the *Master of Arts in Educational Leadership – Higher Education Leadership* program concentration is to produce talented and confident contemporary higher education leaders, well-grounded in administrative practices, and equipped with the knowledge, competencies and dispositions essential for success, including, but not limited to: interpersonal, visionary, ethical, empathetic, collegial, collaborative, and persevering. Institutional administration is extremely complex. Therefore, in order to prepare highly competent postsecondary leaders who are able to apply research-based best practices, we must create opportunities that enable each to internalize such practices through observation, field-based application and mentoring, in real institutional settings. The proposed *Master of Arts in Educational Leadership – Higher*

*Education Leadership* program concentration will allow prospective administrators to study under exemplary higher education leaders and administrators, those individuals who specifically demonstrate the essential behaviors, beliefs, characteristics and research-based best practices. Opportunities that will serve to be unique to the program include:

- Extensive field-based experiences with exemplary educational leaders and administrators who have implemented research-based best practices with success.
- Individual and/or collaborative research in an authentic context.
- Differentiated learning driven by the MAEL Educational Leadership Inventory, individual professional growth plan (PGP) and leadership portfolio.
- Opportunities to engage in collegial discourse with fellow higher education professionals, exemplary educational leaders, administrators and researchers, and representatives of prominent educational organizations.
- Opportunities for international study and collaboration.
- Integration of technology to allow for enhanced learning and performance.

### **Program Goals, Curricular Design and Outcomes**

The overall programmatic and curricular design of the proposed *Master of Arts in Educational Leadership – Higher Education Leadership* concentration is grounded in the current research in postsecondary education best practices, and reflects the perspective and feedback of:

- postsecondary administrators;
- K-16 educators and administrators;
- K-16 educational consultants; and
- Ramapo College administration, faculty and professional staff

Additionally, review of the related literature informed the curriculum development process and helped to further ensure its overall alignment to the specific needs, interests and concerns of current and aspiring postsecondary administrators and educational leaders. This collective information influenced decisions relevant to the essential programmatic components, curricula and the overall delivery of the program.

### *Program Goals*

The four overarching goals of the Ramapo College *Master of Arts in Educational Leadership – Higher Education Leadership* program concentration are as follows:

1. To provide an innovative, flexible and practical program of studies comprised of graduate level courses that will effectively prepare prospective higher education leaders to assume the complex, unpredictable and dynamic role and related responsibilities of postsecondary administrator.
2. To prepare prospective high quality higher education leaders as visionary, pioneering and reforming administrators.
3. To utilize existing partnerships and further expand professional partnerships with local, national and international education organizations to provide opportunities for high quality mentoring, research and professional internship.
4. To expand current program offerings and, in turn, establish new revenue for the College that taps a new market.

### *Curricular Design*

Students that successfully complete the Ramapo *Master of Arts in Educational Leadership – Higher Education Leadership* program concentration will possess the essential knowledge, skills and dispositions that will allow them to be successful in their new role as postsecondary leaders and administrators. The proposed program of study is comprised of a cohesive framework of courses that are well grounded in important theoretical studies; a progressive sequence of field-based opportunities to allow for the application of such theoretical models in the higher education institutional environment; and an integrated research requirement that serves as one of the program's capstone experiences. Students will gain or further their technical skills through web-enhanced and/or distance learning experiences that harness the power of modern information and communication technologies, thus enabling each to regularly participate in practical, meaningful, and relevant .

### *Student Learning Goals*

The proposed program is specifically designed to equip the prospective higher education administrator with the content knowledge, competencies and dispositions that are essential for the contemporary higher education leader. Built upon current research and professional standards, including the Professional Standards for Educational Leaders (NPBEA, 2015), the *Master of Arts in Educational Leadership – Higher Education Leadership* program concentration will produce competent leaders and administrators who are able to:

- **Goal 1:** Develop, advocate, and enact a shared institutional mission, vision, and core values to ensure high-quality education and academic success and well-being of each student;
- **Goal 2:** Act ethically and according to professional norms to promote each student's academic success and well-being;
- **Goal 3:** Strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being;
- **Goal 4:** Develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being;
- **Goal 5:** Cultivate an inclusive, caring, and supportive institutional community that promotes the academic success and well-being of each student;
- **Goal 6:** Develop the professional capacity and practice of all faculty, administration and staff to promote each student's academic success and well-being;
- **Goal 7:** Foster a professional community of faculty, administration and other professional staff to promote each student's academic success and well-being;
- **Goal 8:** Manage institutional operations and resources to promote each student's academic success and well-being; and
- **Goal 9:** Act as agents of continuous improvement to promote each student's academic success and well-being.

### *Student Learning Outcomes*

In order to achieve the Student Learning Goals, students will:

#### **Institutional Leadership and Administration:**

- **SLO 1:** Demonstrate understanding of higher education leadership and the essential characteristics thereof, and how to lead institutional communities in a complex, complicated and changing landscape.

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- **SLO 2:** Demonstrate the ability to facilitate the formulation of (and/or advance) a shared institutional vision that will optimally serve the unique academic, social and emotional needs of the contemporary post-secondary student.
- **SLO 3:** Acquire the skills necessary to navigate organizational and operational structures, cultures and climates.
- **SLO 4:** Demonstrate understanding of the nature of political systems, policy, and law.
- **SLO 5:** Enhance interpersonal, communication and dispositional competencies that will foster positive relationships across the institutional community, including the governing board, faculty, administration, staff, students, parents, policy makers, and members of the business community.

**Teaching and Learning:**

- **SLO 6:** Demonstrate understanding of pedagogical best practices, and ability to lead, support, and promote exemplary curricula, teaching and learning for a diverse student population, enabling all students to achieve to their full potential.

**Research and Institutional Effectiveness:**

- **SLO 7:** Apply educational research methodologies in authentic contexts.
- **SLO 8:** Utilize internal and external data sources to assess, evaluate and determine strategic actions to enhance institutional effectiveness.
- **SLO 9:** Utilize internal and external data sources in inform policy-making and practices.

**Financial Management and Institutional Advancement:**

- **SLO 10:** Apply financial strategies to effectively manage institutional resources.
- **SLO 11:** Promote collaborative problem-solving and decision-making to ensure budgetary planning that is consistent with institutional vision, mission, goals and outcomes.
- **SLO 12:** Manage information resources to ensure the integrity and integration of reporting systems and databases
- **SLO 13:** Promote a human resources system to recruit, hire, support, develop, and retain effective and caring faculty, administration and staff
- **SLO 14:** Facilitate change associated with resource allocation and institutional priorities, which contribute to the long-term viability of the organization.

*Comprehensive and Coherent Assessment System*

A comprehensive and coherent assessment system will drive the overall program experience. Assessments and course requirements are organized around authentic, performance tasks and aligned learning activities that will allow the student to immediately integrate new learning into his/her professional practice. In addition to course-specific assessments, students will be required to participate in the following experiences:

- **Performance-based Leadership Portfolio** - establish and maintain a demonstration (digital) portfolio that is utilized across all coursework and effectively demonstrates individual progress in the authentic application of the knowledge, skills, and dispositions that specifically align to his/her Higher Education Leadership Inventory and PGP. Individual development and learning will be communicated through the thoughtful and deliberate selection of important artifacts, reflective practice, and the overall quality of the culminating oral presentation.
- **Professional Growth Plan (PGP)** - develop and implement an individual Professional Growth Plan (PGP) around which the portfolio will be organized, and that will serve to guide individual professional

development goals and related activities. The PGP is developed in consultation with the assigned faculty mentor during the initial phase of the program.

- **Field-based Research Project** – under the guidance and support of a faculty mentor, students will participate in an individual or collaborative research study that is specifically intended to examine an authentic problem and promote improvement within the respective institutional setting. This required “capstone” assessment will be introduced and developed during the Spring I semester coursework, and implemented during the Field Experience in the final semester. The field-based research project will culminate in a formal presentation of study.
- **\*\*International Internship (Optional)** – while this program experience may not be practical and/or feasible for all students, individuals may opt to participate in the International Internship course option during the summer semester (between Year 1/Year 2). This field-based experience will provide students the unique opportunity to conduct aspects of the research project under the mentorship of an educational leader/administrator in one of our international partner higher education institutions.

*MAEL-HEL Program Concentration Coursework:*

The proposed curriculum requires a total of 34 credit hours in a two-year sequence and leads to a *Master of Arts in Educational Leadership – Higher Education Leadership* concentration. Each of the course offerings will be designed to maximize individual engagement through relevant, interactive and collaborative instruction. Course objectives and outcomes are achieved through learning experiences that promote collegial discourse, collaborative problem solving, reflective practice, and performance-based applications that require participants to apply specific content and competencies an authentic context.

*Program Course Requirements (600-level; see Appendix B for course descriptions):*

Semester I:

- Course 1: Effective Higher Education Leadership and Institutional Management (4 cr.)
- Course 2: Best Practices in Curriculum Planning, Design and Development for the Contemporary Higher Education Student (4 cr.)

Semester 2:

- Course 3: Institutional Accountability: Assessment, Evaluation and Measurement to Promote Student Success (4 cr.)
- Course 4: Research in Practice: Using Data for Decision Making, Educational Planning and Institutional Improvement (4 cr.)

Semester 3:

- Course 5: Policies and Legal Issues Affecting Contemporary American Postsecondary Education (4 cr.)
- Course 6: Historical Evolution of the American Higher Education System (4 cr.)

Semester 4:

- Course 7: Change Leadership: Higher Education Administrators as Institutional Change Agents (4 cr.)
- Course 8: Theory into Practice: The Field-based Capstone (6 cr.)

The following identifies the alignment of Student Learning Outcomes across all courses:

	<i>SLO 1</i>	<i>SLO 2</i>	<i>SLO 3</i>	<i>SLO 4</i>	<i>SLO 5</i>	<i>SLO 6</i>	<i>SLO 7</i>	<i>SLO 8</i>	<i>SLO 9</i>	<i>SLO 10</i>	<i>SLO 11</i>	<i>SLO 12</i>	<i>SLO 13</i>	<i>SLO 14</i>
<i>Course 1</i>	X	X	X	X	X					X	X	X		X
<i>Course 2</i>		X				X		X					X	
<i>Course 3</i>			X			X		X	X			X	X	
<i>Course 4</i>							X	X	X					
<i>Course 5</i>			X	X	X				X					
<i>Course 6</i>	X	X		X		X								
<i>Course 7</i>	X	X	X	X	X	X		X	X	X	X		X	X
<i>Course 8</i>	X	X	X	X	X	X	X	X	X	X	X	X	X	X

*Program Assessment and Evaluation*

It will be important to ensure that the *Master of Arts in Educational Leadership – Higher Education Leadership* program concentration is successfully achieving its overall mission, goals and objectives. To this end, the MAEL Program Director, Assistant Dean of Teacher Education, and Dean of the School of Social Sciences and Human Services will conduct an annual internal evaluation of the Program. Data will be gathered annually through multiple sources, including, but not limited to: the RCNJ Student Opinion (Course) Surveys; MAEL/HEL student exit survey; student assessment products, portfolios and grade reports; faculty evaluations; mentor surveys; and related reports. Resulting data will be reviewed annually by the Graduate Council in collaboration with the MAEL Program Director. The Council will make recommendations for any necessary Program enhancements that are determined. These recommendations will be formally submitted to the Dean of the School of Social Sciences and Human Services who will, in consultation with the Assistant Dean and MAEL Program Director, take necessary actions.

**Market Potential, Target Audience and Revenue Projections**

The targeted market for the proposed *Master of Arts in Educational Leadership – Higher Education Leadership* concentration includes, but is not limited to the following:

- New Jersey postsecondary education professionals;
- current Ramapo College administrative professional staff;
- current Ramapo College students and alumni; and
- current education professionals of Ramapo professional partner district/schools.



In consultation with the Vice President of Enrollment Management/Student Affairs and the Associate Director of Graduate Admissions, the MAEL Program Director projects a minimum enrollment of ten (10) students in the program’s first year of implementation (anticipated 2020-2021); twelve (12) students in second year (2021-2022); and an average increased minimum enrollment of 2-3 students in each subsequent year. This projection is based upon several factors, including:

- RCNJ undergraduates and professional staff that pursue MA/HEL degree at other graduate-degree granting institutions;
- current labor statistics, trends and growing employment opportunities for educational leaders in New Jersey school districts and schools;
- current and expanding professional partnerships with local education institutions that, as noted above, provide a targeted audience for marketing and recruitment;
- adequate resources for marketing and recruiting;
- competitive tuition rates; and
- tuition reimbursement opportunities for current Ramapo College employees.

In the end, the proposed *Master of Arts in Educational Leadership – Higher Education Leadership* concentration will increase the overall enrollment of the MA in Educational Leadership program, and establish a new revenue source for the College. The table below presents a summary of projected minimum enrollments and related gross and net revenues throughout the initial three years of the program (based upon the current 2019-2020 per credit tuition fee of \$763.65; projections are at the net present value).

<i>Academic Year</i>	<i>Projected Minimum Enrollment</i>	<i>Projected Per Credit Tuition Fee</i>	<i>Projected Minimum Gross Revenue</i>	<i>Projected Minimum Net Revenue</i>
<b>2020-2021</b>	10 Students	\$763.65	\$122,184.00	\$65,770.12
<b>2021-2022</b>	12 Students	\$763.65	\$284,077.80	\$207,950.04
<b>2022-2023</b>	15 Students	\$763.50	\$348,224.40	\$192,433.58
<b>Totals:</b>	37 Students		\$754,486.20	\$466,153.74

\* For a more detailed cost analysis, please refer to *Appendix A*.

It is important to mention that these minimum enrollment and revenue projections are aligned to a local, campus-based delivery model. Such projections could be positively influenced by the establishment of potential online and off-campus cohorts housed within select partner education institutions. The MAEL Program Director and proposed MAEL-HEL Program Coordinator will assume responsibilities associated with this program delivery model, including:

- market research and analysis to identify potential online and satellite locations;
- support recruitment, inform and invite prospective partner districts, specifically those that, due to size, location, and other demographic factors, will be most likely to draw students; and
- establish sites and work collaboratively with leadership representatives of partner institutions to ensure necessary quality control and effective management.

**Program Administration and Staffing**

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The MA in Educational Leadership program will initially staff the proposed *Master of Arts in Educational Leadership – Higher Education Leadership* program concentration with one additional part-time Program Coordinator. This additional staff member will serve as both HEL Program Coordinator and adjunct faculty and, as such, will assume a teaching load of up to eight credits each semester. The part-time Coordinator will also serve as an additional liaison between the College and local partnering K-16 educational institutions in support of the outreach, promotion and administration of campus- and onsite-based cohorts for all RCNJ education graduate programs. Specifically, the role and responsibilities of the Master of Arts in Educational Leadership Program Coordinator will support the following:

- support the continuous research, evaluation and enhancement of all curricula;
- work in collaboration with the Office of Enrollment Management and MAEL Program Director to assist in enrollment and recruitment;
- work in collaboration with the Alumni Office to identify target audience of practicing postsecondary faculty and prospective K-16 educational leaders;
- serve as liaison with State Department of Education;
- coordinate with Teacher Education Program and MAEL Program Director, State Program reviews and program accreditation;
- support administrative needs, including course scheduling, budgeting, etc.;
- coordinate registration and billing (off-campus sites);
- ensure overall quality of instruction through review of course evaluations, observations, on site visitations, etc.;
- recruit, orient, support and evaluate adjunct faculty and related speakers;
- work in collaboration with RCNJ administration and partner institutions to identify exemplary field-based internship sites;
- maintain communications and relationships with all stakeholders;
- work in collaboration with the Office of International Education to establish and facilitate international institutional partnerships to support possible international internship options;
- provide reports to Assistant Dean, Dean, Provost and others, as necessary;
- support the annual budget review; and
- other needs at the discretion of the Dean, Assistant Dean and MAEL Program Director

The part-time coordinator will work under the direction and guidance of the MAEL Program Director, and report to the Dean of SSHS.

**Program Eligibility, Admission and Performance Requirements**

To be considered for admission as a fully-matriculated student in the *Master of Arts in Educational Leadership – Higher Education Leadership* program concentration, an applicant must provide all of the following:

1. a completed Ramapo College Graduate Application;
2. official transcripts from all undergraduate and graduate institutions previously attended (Baccalaureate degree required);
3. a minimum of two letters of reference attesting professional, leadership potential and personal qualifications;
4. statement of purpose; and
5. professional portfolio, inclusive of resume/CV, professional certificates and related artifacts.

Up to two (2) graduate courses may be considered for transfer into the *Master of Arts in Educational Leadership – Higher Education Leadership* program concentration, provided the courses are from another accredited institution of higher education. In addition, decisions regarding credit transfer will be determined by the Program Coordinator in consultation with the MA in Educational Leadership Program Director, upon careful examination of course syllabi and related assessments.

### *Academic Standing*

Students must maintain a cumulative GPA of 3.00 to remain in good academic standing. Only graduate courses taken at Ramapo College will be used in the GPA calculation. Students whose cumulative GPA falls below 3.00 at the end of any term will be placed on ‘academic probation’. The probationary status must be removed by the time the student completes nine (9) additional credits/hours. Students whose cumulative GPA falls below 3.00 for two consecutive semesters will be placed on ‘academic dismissal’ and will not be allowed to enroll in subsequent terms.

### *Graduation Requirements*

Admission to a Graduate Program does not mean acceptance to candidacy for the Master’s Degree. In order to be eligible for graduation, the student must have:

1. Attained “matriculation” status.
2. Completed all the degree requirements with a minimum cumulative GPA of 3.00.
3. Filed a completed degree plan, transcript and graduation application.

## References

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Appendix A

Three-Year (2020-2023) Cost Analysis – Revenue by Semester

Course Title	Instructor	Semester	Project No. of Students	Gross Revenue (@763.65/credit)	Net Revenue
Course 1 (4 cr.)	P/T Coord.	Fall 2020	10A	30,546.00	Estimated Expenses:  Staff: P/T Coord. (36,000)*  2 Adjuncts (17,913.88) (5 cr.x1525x1.2145 (fringex4)  Library (1000) Office Exp. (500) Travel (1000)  *Does not reflect fringe benefits
Course 2 (4 cr.)	Adjunct	Fall 2020	10A	30,546.00	
			Total Revenue: Fall 2020 Semester	61,092.00	
Course 3 (4 cr.)	P/T Coord.	Spring 2021	10A	30,546.00	
Course 4 (4 cr.)	Adjunct	Spring 2021	10A	30,546.00	
			Total Revenue: Spring 2021 Semester	61,092.00	
			<b>Total Revenue: 2020-2021</b>	<b>\$122,184.00</b>	<b>\$65,770.12 (56,413.88)</b>
Course 1 (4 cr.)	P/T Coord.	Fall 2021	12B	36,655.20	
Course 2 (4 cr.)	Adjunct	Fall 2021	12B	36,655.20	
Course 5 (4 cr.)	Adjunct	Fall 2021	10A	30,546.00	
Course 6 (4 cr.)	P/T Coord.	Fall 2021	10A	30,546.00	
			Total Revenue: Fall 2021 Semester	134,402.40	
Course 3 (4 cr.)	F/T Coord.	Spring 2022	12B	36,655.20	Estimated Expenses:  Staff: P/T Coord. (37,800)  4 Adjuncts (35,827.76)
Course 4 (4 cr.)	Adjunct	Spring 2022	12B	36,655.20	
Course 7 (4 cr.)	Adjunct	Spring 2022	10A	30,546.00	
Course 8 (6	F/T Coord.	Spring 2022	10A	45,819.00	

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cr.)					Library (1000) Office Exp. (500) Travel (1000)
			Total Revenue: Spring 2022 Semester	149,675.40	
			<b>Totals Revenue: 2021-2022</b>	<b>\$284,077.80</b>	<b>\$207,950.04 (76,127.76)</b>
Course 1 (4 cr.)	F/T Coord.	Fall 2022	15C	45,819.00	
Course 2 (4 cr.)	F/T Coord.	Fall 2022	15C	45,819.00	
Course 5 (4 cr.)	F/T Coord.	Fall 2022	12B	36,655.20	
Course 6 (4 cr.)	Adjunct	Fall 2022	12B	36,655.20	
			Total Revenue: Fall 2022 Semester	164,948.40	
Course 3 (4 cr.)	F/T Coord.	Spring 2023	15C	45,819.00	Estimated Expenses:  Staff: F/T Coord. (105,000; 70K sal.+35K fringe)  0.2 Sec. (21,420) 3 Adjuncts (26,870.82)  Library (1000) Office Exp. (500) Travel (1000)
Course 4 (4 cr.)	Adjunct	Spring 2023	15C	45,819.00	
Course 7 (4 cr.)	Adjunct	Spring 2023	12B	36,655.20	
Course 8 (6 cr.)	F/T Coord.	Spring 2023	12B	54,982.80	
			Total Revenue: Spring 2023 Semester	183,276.00	
			<b>Total Revenue: 2022-2023</b>	<b>\$348,224.40</b>	<b>\$192,433.58 (155,790.82)</b>
			<b>Grand Total Revenue: 2020-2023</b>	<b>\$754,486.20</b>	<b>\$466,153.74 (288,332.46)</b>

## Appendix B

### *Course Descriptions (drafts)*

#### **EDLD 6XX (4.0 credits)**

##### **Effective Higher Education Leadership and Institutional Management**

**Course Description:** Exemplary educational leadership is achieved, in part, through effective institutional management. This course will provide a context for all MAEL-HEL students as they initiate their higher educational leadership program. While each MAEL course within the program of study is interdisciplinary in design, emphasis will be placed on the examination of the theories, principles, concepts and overall interconnectedness of organizational leadership and management in contemporary higher education. The curriculum will enable aspiring post-secondary school leaders to gain essential knowledge and proficiencies regarding the overall management of the educational institution as it applies to the primary goal of ensuring that each student learns to his/her potential. Specific topics of focus include, but are not limited to: policies, procedures, schedules, programs, finances, and facilities. The course and related learning experiences are specifically designed to define, promote and foster leadership through related readings, examination of case studies, observations in authentic contexts, and related learning activities. Evaluation of performance will include completion of the Educational Leadership Inventory and Professional Growth Plan, development of Leadership Portfolio framework, fieldwork journal/paper, discussion forums, and class participation and presentations.

#### **EDLD 6XX (4.0 credits)**

##### **Best Practices in Curriculum Planning, Design and Development for the Contemporary Higher Education Student**

**Course Description:** Effective curriculum design, implementation and evaluation are essential in achieving high levels of learning for all students. This course will examine models, theories and principles of curriculum design, and enable aspiring educational leaders to identify and articulate the relationship between curriculum, assessment and instructional delivery. Given that standards of learning and high stakes achievement testing are cornerstones of contemporary educational policy, the course will address important concepts related to state and organizational curriculum standards and educative assessment, and their respective role in the curriculum process. Learning experiences will provide aspiring educational leaders the opportunity to examine, interpret and understand how to utilize assessment data in influencing best practices in curriculum design and implementation. Finally, students will realize the importance of assessment, curriculum and instruction and their collective role in leading curricular change and institutional reform in diverse learning communities. Evaluation of performance will include completion of course-specific authentic performance task, portfolio journal entries, continued development of Professional Growth Plan and Leadership Portfolio framework, fieldwork journal/paper, discussion forums, and class participation and presentations.

#### **EDLD 6XX (4 credits)**

##### **Institutional Accountability: Assessment, Evaluation and Measurement to Promote Student Success**

**Course Description:** High quality instruction is the primary factor in ensuring academic success for all students. Unfortunately, American K-16 education has long struggled to achieve consistency in the provision of high quality instruction across all classrooms. This course will provide aspiring educational leaders the opportunity to examine models, processes and strategies of educational evaluation and supervision, and the essential elements that best serve to promote individual student academic success. Students will gain the knowledge and skills necessary to foster an organizational culture and instructional program that is most

likely to promote professional growth and, in turn, maximize student learning. Specific topics of study include formative and summative assessment and evaluation of performance; effective coaching; mentoring; teacher and faculty leadership; exemplary professional development models; and differentiated evaluation. Evaluation of performance will include completion of course-specific authentic performance task, portfolio journal entries, and mid-term examination.

**EDLD 6XX (4.0 credits)**

**Research in Practice: Using Data for Decision Making, Educational Planning and Institutional Improvement**

**Course Description:** Purposeful change resulting in curricular and instructional improvement cannot be achieved without the application of effective planning, research, data analysis, and decision making. This course examines research methods and related strategies that support the educational leader as researcher and change agent. Students will gain knowledge of, and proficiency in the application of the action research process to drive institutional improvement. In preparation for the field-based internship experience, aspiring educational leaders will explore and, ultimately, identify a particular area of interest; examine literature related to the problem area; and begin to determine effective strategies for data collection that will assist in decision-making. Evaluation of performance will include the formulation of a research proposal that addresses a particular area of interest, problem statement, literature review, and recommended research methodologies.

**EDLD 6XX (4.0 credits)**

**Policies and Legal Issues Affecting Contemporary American Postsecondary Education (4 credits)**

**Course Description:** Educational leaders must possess the knowledge and competencies necessary to effectively address policy and legal matters that face the contemporary post-secondary community. This course will:

- examine federal, state, and local policies that have influenced the evolution of higher education;
- consider current and future policies and their implications on institutional governance, finance, research, and student affairs;
- equip aspiring leaders with the knowledge, skills and confidence to shape policy; and
- proactively address legal issues that may arise and, ultimately, ensure a safe, equitable, and well managed learning environment that will promote success for all students.

Evaluation of performance will include completion of case study presentation, online module assessments, and final examination.

**EDLD 6XX (4.0 credits)**

**Historical Evolution of the American Higher Education System (4 cr.)**

**Course Description:** This course examines the historical evolution and emerging trends of the American higher education system. Student will study contemporary issues within a historical context to better understand their cause, influence and potential solutions. Topics include the establishment of institutional core values, mission and vision; higher education governance; organizational design; public and private institutional funding; demographic trends; impact of disruptive technologies on teaching and learning; the curricula; public perceptions of higher education; and accountability and the increasing regulatory role of government and accrediting agencies.

**EDLD 6XX (4.0 credits)**

**Change Leadership: Higher Education Administrators as Institutional Change Agents (4 credits)**



**Course Description:** Current research on best practices in educational leadership emphasizes the essential role of administrators as instructional leader and agent of school reform. This course is specifically designed to allow aspiring post-secondary school leaders the opportunity to examine, identify and, ultimately, foster characteristics of exemplary educational leadership as a means to promote purposeful institutional change and improved student achievement. Students will apply knowledge, skills and competencies gained throughout the MAEL/HEL experience as they engage in the collective examination, analysis and response to exemplary case models of institutional reform. Specific topics of study include reform policy, systemic change, strategic planning, value-based management, institutional innovation and educational entrepreneurship. Students will conduct the second of three formative self-assessments using the MAEL/HEL Educational Leadership Inventory, and apply the resulting data to determine individual progress as it specifically pertains to their ability to lead purposeful change in the institutional community. Evaluation of performance will include completion of course-specific authentic performance task; second Educational Leadership Inventory and self-evaluation/critique relevant to ability to affect purposeful change in learning organization; and portfolio journal entries

### **EDLD 6XX (6.0 credits)**

#### **Change Leadership: Theory into Practice: The Field-based Capstone**

**Course Description:** The Ramapo College *Master of Arts in Educational Leadership* program is specifically designed to provide aspiring educational leaders the opportunity for professional growth and development that is effectively balanced in both theory and practice, allowing for extensive experiential learning in authentic contexts that reflect the changing social, economic and political climate. Therefore, students internalize effective leadership practices through observation, field-based application and mentoring, in real school settings. While each of the MAEL courses require an experiential component, this culminating capstone experience provides a more seamless, cohesive, and embedded opportunity for prospective higher education administrators to both examine and apply the theoretical underpinnings of leadership, and its influence on the overall climate, culture, and operation of an institutional community. In collaboration with the MAEL Program Director, MAEL/HEL Program Coordinator, and select faculty, students study and intern under the support of an experienced administrative mentor.

Specifically, The Field-based Capstone course will require students to:

- Attend/participate in all regularly scheduled seminars, guest lectures/presentations, online threaded discussion forums, individual conferences, advisement, and related experiences.
- Students will implement the research proposal and related methodology that was completed and approved in EDLD 6XX (*Research in Practice: Using Data for Decision Making, Educational Planning and Institutional Improvement*), analyze data gathered, and apply findings in the development of an institutional improvement plan that will be presented to a panel of MAEL faculty and higher education professional during a culminating educational leadership panel discussion.
- Complete field-based experiences under the guidance and support of the MAEL Program Director, Program Coordinator, faculty and mentor, applying the knowledge, skills and dispositions gained in their prior coursework, through a cohesive collection of related leadership and management activities.
- Maintain a professional journal, inclusive of reflective prompt responses, related artifacts, and a log of all field-based related activities.
- Complete the final summative MAEL Educational Leadership Self-Inventory.

In the end, this culminating Field-based Capstone experience is intended to drive the MAEL mission to foster high quality post-secondary leaders who possess the knowledge, competencies and dispositions to promote the success of all students.

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