

# **ANNUAL REPORT**

**from**

**Montana State University-Northern**

**Submitted to  
Montana  
Office of Public Instruction**

**on**

**November 5, 2010**

## Table of Contents

Introduction.....	2
10.58.210 CONCEPTUAL FRAMEWORK (Met with Weakness).....	2
10.58.305 ASSESSMENT SYSTEM AND UNIT EVALUATION (Not Met) .....	4
10.58.308 FACULTY QUALIFICATIONS, PERFORMANCE AND DEVELOPMENT (Met with Weakness).....	5
10.58.512 SCHOOL COUNSELING K-12 (Met with Weakness).....	7
10.58.521 READING SPECIALIST K-12 (Met with Weakness).....	8
10.58.522 SCIENCE (522 (7a) (Met with Weakness).....	9
10.58.601 PROGRAM PLANNING & DEVELOPMENT (Met with Weakness).....	10
10.58.602 TEACHING AREAS: ADVANCED PROGRAMS (Met with Weakness).....	11
10.58.603 ASSESSMENT OF ADVANCED PROGRAMS (Met with Weakness).....	12
10.58.705 SCHOOL PRINCIPALS, SUPERINTENDENTS, SUPERVISORS, AND CURRICULUM DIRECTORS (Not Met).....	13
Appendix A Initial Programs Conceptual Framework Survey.....	15
Appendix B Overview of Advanced Programs' Conceptual Framework.....	17
Appendix C 2009-2010 Teacher Candidate Survey Results.....	36
Appendix D School Counseling Program Self-Study.....	38
Appendix E PEU Committee Meeting Minutes for Tuesday, February 2, 2010.....	55
Appendix F Updated Protocol for Advanced Programs' Assessment System.....	58

## Introduction

The MSUN Annual Report is respectfully submitted by its Professional Education Unit faculty to the Montana Office of Public Instruction. The following pages list the standard, summary of the deficiency, a status report from April 26, 2010, and November 5, 2010 Annual Report. At the conclusion of the Annual Report, appendices will be provided as evidence of progress accomplished in meeting the Professional Educator Preparation Program Standards/Montana Office of Public Instruction.

### 10.58.210 CONCEPTUAL FRAMEWORK (Met with Weakness)

#### SUMMARY OF THE DEFICIENCY:

The conceptual framework is complicated and complex. Its five principles, five beliefs, and 20 student outcomes create confusion about the Unit's purposes and priorities, and individuals interviewed were generally unable to explain the framework, other than to say that it is in the process of being revised. At the initial level, unit programs have generally reduced the conceptual framework to a collection of checklists that don't clearly connect to the framework or each other, and the data collected do not appear logically or systematically to align with the conceptual framework. Although the conceptual framework is included in all syllabi at the initial level, the current format is so complex and wordy that it tends to confuse the reader rather than to communicate purposes or make clear connections to the course objectives.

#### PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:

Initial and Advanced Programs Conceptual Frameworks Status Report April 26, 2010

When a subcommittee was reconvened this spring to work on the initial program conceptual framework, the group took as its starting point the draft for a new conceptual framework (CF) developed one year ago. The earlier planning effort had incorporated feedback from members of the professional education unit at several stages, but not from teachers and administrators in the schools. In mid-March, the subcommittee sent an electronic survey to teachers and administrators, as well as to the full Professional Education Unit (PEU) to gain additional feedback. At this point, members are directly contacting teachers and administrators to seek additional feedback on the draft. The subcommittee membership recognizes several additional steps will be necessary to complete development of a new conceptual framework, including additional revision in response to feedback, and alignment of assessment measures with the conceptual framework; it will be necessary to continue work into fall 2010 to complete these steps.

Advanced programs are currently engaged in re-evaluation of the original conceptual framework to renew focus and clarify alignment of the conceptual framework to the programs' assessments. The review includes (1) updating the research supporting the constructivist emphasis adopted by advanced programs, (2) revising the narratives summarizing the key guiding theoretical concepts of the conceptual framework for publication to candidates and the professional communities

represented in the graduate programs, and (3) aligning the outcomes to PEPPS and current national standards for each advanced program.

#### PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:

Initial and Advanced Programs Conceptual Framework Annual Report November 5, 2010

##### Initial Programs:

Since its April report, the Conceptual Framework Committee for the Initial Programs has gathered additional feedback from its partners in the schools and PEU faculty members regarding the draft for a new conceptual framework. See [Appendix A](#) Initial Programs Conceptual Framework Survey. The committee finds that the comments reflect differing ideas of the nature of a conceptual framework—some commentators calling for an extended statement of unit philosophy, some for “less philosophy.” Having reviewed the conceptual frameworks of a number of institutions at the early planning stage two years ago, committee members recognize diversity in the theoretical complexity and unity of these documents. As the membership has reminded the committee, more than once during this process, a valuable feature of this unit is the active participation of arts and sciences, and technical sciences faculty, in addition to department of education faculty; diverse faculty brings a wide range of ideas about education to the enterprise. It is believed that any attempt to force the conceptual framework into the mold of a single theoretical school would be to deny one of the excellences of this unit.

The committee has noted a number of suggestions for revision regarding the assessment component of the unit, its commitment to social responsibility, the professionalism of the teacher candidates, and infusion of technology which will be incorporated into the initial programs’ conceptual framework. There is a grave concern with the link between specific commitments in this document and assessment, and the committee has begun to work on outlining a simplified set of assessment measures. The Initial Programs Conceptual Framework Committee will continue to meet, with plans to complete a document by the end of the 2011 Spring Semester. It is understood by the Conceptual Framework Committee and the PEU that CF is a fluid and ever-changing document.

##### Advanced Programs:

The Advanced Programs have a working draft of the revised conceptual framework See [Appendix B](#) Overview of Advanced Programs’ Conceptual Framework which provides a more concise summary of the key guiding concepts than the seminal document developed in 2000. The working draft document provides guidance for publication to candidates and the professional communities represented in the graduate programs. Within this working draft is an updated bibliography which furthers the faculty’s support of constructivism as a guiding theoretical philosophy for its programs. Upon approval of the working draft of the revised conceptual framework (scheduled for the end of fall’s semester, 2010), the faculty will complete the updates/revisions necessary to align the advanced programs’ conceptual framework within all advanced program syllabi and other program materials in February 2011.

### **10.58.305 ASSESSMENT SYSTEM AND UNIT EVALUATION (Not Met)**

#### **SUMMARY OF THE DEFICIENCY:**

This standard is *not met* because the planned system has not been implemented, is not directly reflective of the conceptual framework, and data have not been analyzed by the faculty to inform program content and process.

#### **PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:**

Assessment System and Unit Evaluation Status Report April 26, 2010

The assessment committee has met to address the items identified by the OPI review which found that the assessment of the education candidates was deficient. One of the main items identified as deficient was lack of data on graduate surveys and employer surveys. The committee asked the director of the Career Center, Ms. Tracey Jette, to a meeting where we asked how students were surveyed and how employers were surveyed. The assessment committee asked if a few additional questions specifically for education students could be added to the upcoming graduate survey. Ms. Jette agreed to this and questions are being developed for that purpose. The assessment committee also discussed the use of survey monkey as a tool to survey employers. The committee agreed to a general survey that will commence in fall 2010.

The second area where the OPI review indicated deficiency was in the assessment of the teacher education candidates. The consensus was that the teacher education program has a large number of items that it is attempting to assess, moreover, doing so in a meaningful and timely fashion was not evident. The assessment committee is working in conjunction with the conceptual framework committee to identify key assessment tools that are currently being utilized, that provide meaningful data and assess the key outcomes identified in the new conceptual framework. In addition, the assessment committee is committed to developing a plan for the timely data entry of these key assessment tools so that data can be regularly presented to the Professional Education Unit and our partners for assessment of the overall effectiveness of the Teacher Education Program.

A third area of deficiency was the utilization by program faculty of assessment data to make program changes. To address this, the assessment committee developed a survey for faculty concerning the use of assessment data. The survey was passed along to the Unit Head, the Provost, for distribution to the Professional Education Unit at the next meeting.

#### **PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:**

Assessment System and Unit Evaluation Annual Report **November 5, 2010**

The Professional Education Unit's assessment committee met several times to address items identified by the 2009 OPI Accreditation Report. This committee has experienced challenges based upon committee composition and direction. One of the major challenges for initial programs due to the decision by the PEU to have two conceptual frameworks—one for initial

and one for advanced programs. The work conducted at the initial level is focused on developing the conceptual framework from the ground up. Thus, assessment benchmarks and the assessment tools needed to reflect the CF need this essential document completed before other tasks can be completed. Faculty in advanced programs have developed a working draft guided by the unit's original conceptual framework, completed revisions for review (to be completed by end of fall 2010), and an updated bibliography. Advanced programs faculty has developed a working draft protocol for advanced programs' assessment system. Advanced programs' benchmarks of the assessment protocol and implementation are targeted for completion spring 2011.

In spite of the delay for creation a conceptual framework for initial programs, faculty members continue their discussions on identifying the benchmarks and critical assessments for each of the initial teacher preparation programs. Programs' data point benchmarks for assessment of programs and unit goals and objectives are being developed and aligned with state and national standards. Several working committees (e.g., Initial Conceptual Framework, Admission and Retention) within initial programs are completing a review, which will lead to a proposal to the PEU late fall, 2010. In addition, the University has initiated a search for a .5 FTE faculty member to become the Director of Institutional Assessment, commencing spring 2011. The director will provide leadership for program, unit, college, and university assessment.

Lastly, the university graduation survey now includes two questions to survey candidates' perceptions of the general education core and preparation of becoming a lifelong learner. Spring 2010, 64 graduates responded to the survey. See [Appendix C](#) 2009-2010 Teacher Candidate Survey Results.

### **10.58.308 FACULTY QUALIFICATIONS, PERFORMANCE AND DEVELOPMENT (Met with Weakness)**

#### **SUMMARY OF THE DEFICIENCY:**

Faculty resignations/retirements combined with declining budgets have caused faculty lines to remain open, necessitating the increased use of temporary, part-time faculty and adjuncts. Adjunct faculty members are screened/selected by the chair and dean of the College of Education, Arts and Sciences, and Nursing.

In graduate programs, the program faculty members recommend recruitment and retention of all adjuncts to the Provost. Evidence of the qualifications of active adjunct faculty was not found. Currently there is minimal support for faculty professional development. There is no existing plan for regular upgrades of technology for the Unit or professors. The use of adjunct faculty on a more or less permanent basis is a problem. There is loss of coherence and lack of consistency when an overwhelming majority of courses in a program are taught by adjunct instructors.

#### **PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:**

Faculty Qualification, Performance and Development [Status Report April 26, 2010](#)

The report on faculty qualifications indicated a deficiency concerning the hiring of adjuncts to teach the professional education core courses. The Professional Education Unit has recognized this deficiency and is working to develop minimum criteria for adjunct faculty. In addition, the institution recognizes that the Great Falls site requires a full-time, tenure track faculty position to be the point person to direct students and be the contact person for the adjunct faculty in Great Falls. To that end, the College is undergoing a search to fill this position. Further, the Unit will be seeking a Dean of the College administrative position for overall coordination of all hiring in concert with the College Chair.

#### PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:

Faculty Qualification, Performance and Development Annual Report November 5, 2010

The University has initiated a records' management system in the recruitment, hiring and maintenance of adjunct faculty under the Office of the Director of Human Resources and the CEASN Dean's Office. Adjunct faculty are required to meet the qualifications established by the colleges and university: masters' degree or higher, college teaching experience in discipline, certifications held, relevant occupational (teaching) experiences, other relevant information and references. Each adjunct electronic file contains a cover letter, resume or vita, and copy of transcripts and is housed on the MSUN Share Point (<http://aurora.msun.edu>). The CEASN Dean's Office will house the permanent adjunct faculty files which hold the following documents: cover letter, resume or vita, and copy of transcripts, student evaluations, letters of appointment and other relevant materials.

All faculty fulltime and part-time will have courses evaluated by students and peers. Adjunct faculty members will have all courses evaluated. Fulltime faculty members will select two courses per semester in accordance to the Collective Bargaining Agreement. Faculty members are required to have observations of their teaching completed by peers and administrators annually.

Professional Development (PD) for MSUN fulltime and adjunct faculty members will be provided and a system is currently being developed. Faculty will be surveyed to see what they deem as necessary professional development activities. Faculty members have suggested that monthly PD sessions are needed. All new fulltime and part-time (adjuncts) will be given mandatory and optional PD in areas of pedagogy, developing curricula and courses, how to balance teaching, scholarship and service activities, developing student-based assessments, critical thinking, etc.

The Director of Information Technology meets with department chairs, Deans and the Provost to review the status of faculty office computers, this review process includes replacement cycle, software updates, and new technology requests. The Office of Information Technology administers the updating of computers and classroom technologies across campus. At the end of academic year 2010-11, all faculty members will have upgraded computers in their offices.

At the Great Falls' location, a full-time faculty member was appointed in August for the position of Assistant Professor of Education, Elementary Education and assigned to advise the elementary education program. A search for a Dean of Education, Arts & Sciences, and Nursing is currently underway and this administrative position will be filled by January, 2011. Once filled, the COEASN Dean will provide leadership for the College and guidance to its faculty members.

### **10.58.512 SCHOOL COUNSELING K-12 (Met with Weakness)**

#### **SUMMARY OF THE DEFICIENCY:**

Evidence was lacking for a majority of substandards and, therefore, these substandards were not met.

#### **PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:**

School Counseling K-12 Status Report April 26, 2010

The school counseling program is currently engaged in developing rubrics for each course to illustrate the link among the course objectives, assignments, and assessments to program outcomes and specific PEPPS. School counseling faculty are creating a rubric to align candidate competencies with PEPPS and advanced programs' conceptual framework. In addition, education philosophies (1)(d) and knowledge of the role of ethnic and cultural heritage of Montana American Indians (1)(e) are explicit in outcome competencies for two of the program's courses (CNSL 610 K-12 Counseling Program Development and Administration and CNSL 652 Multi-cultural Counseling). Key assessments are identified and collected for aggregation. A timeline has been established for review of aggregated data on candidate performance to inform instructional and programmatic decisions.

#### **PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:**

School Counseling K-12 Annual Report **November 5, 2010**

Advanced program faculty, including adjunct, have a working copy of an "overview" of the conceptual framework under review. In addition, the school counseling program faculty completed a self-study using the accreditation report's evaluation of the sub-standard's identified deficits. A working draft of the rubric to align candidate competencies with PEPPS is under review. Further, work is in progress to re-align the school counseling curriculum to the newly published CACREP standards. In addition, a gap analysis is underway for the school counseling program with the PEPPS standards to identify gaps in the alignment of advanced programs' conceptual framework, professional and state standards, course objectives and assignments for the curriculum in the counselor education program. All identified gaps in syllabi for spring 2011 courses will be completed by December, 2010. All remaining gaps in syllabi will be remedied by February, 2011. See [Appendix D](#) School Counseling Program Self-Study.

**10.58.521 READING SPECIALIST K-12 (Met with Weakness)**

**SUMMARY OF THE DEFICIENCY:** A thorough review of the program revealed gaps in knowledge, skills and dispositions necessary for candidates to be well prepared to step into a K-12 Reading Specialist program. The former Reading Specialist Minor program of study focused primarily at the elementary level (K-5) to the exclusion of the adolescent learner. The former program did not address phonics or the specific research-based elements of reading processes (phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation).

**PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:**  
Reading Specialist K-12 Status Report April 26, 2010

The review of the Reading Specialist K-12 minor has been in progress for over a year. A committee met in the spring of 2009 and compared the program at that time to the revised PEPP standards. The committee found gaps in the areas of phonics instruction, writing at the elementary school level, adolescent literacy, and the integration of Indian Education for All. Once these areas were identified, the committee looked at creating new courses as well as removing or combining others. The changes are in the process of receiving approval from the appropriate Senate committees. It is our intention to have this program implemented by the fall of 2010.

**PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:**  
Reading Specialist K-12 Annual Report November 5, 2010

The review of the Reading Specialist K-12 minor was conducted during the 2009-2010 academic year. The deficiencies identified during the state accreditation visit have been corrected and were implemented during the Fall Session of 2010. In order to align our program to the revised PEPP standards, the Reading Minor now includes the addition of the following courses; Phonics and Word Identification, Adolescent Literacy, Exploring Writing in Elementary Education, Media Literacy, and Integrating Indian Education for all across the Curriculum. There is the intent to create a Reading Minor that will address the reading needs of all students in the K-12 setting.

**10.58.522 SCIENCE (522 (7a) (Met with Weakness)**

**SUMMARY OF THE DEFICIENCY:**  
The topic of evolution must be addressed as the unifying concept for all biology.

**PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:**  
Science 522(7) (a) Status Report April 26, 2010

To remedy this deficiency, the science faculty have made a curricular proposal to incorporate as part of the required general science core a class, which has been taught as a special topics course, called Evolution.

**PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:**

Science 522(7) (a) Annual Report **November 5, 2010**

The Science faculty took action on the evaluation by the OPI onsite team members and the offsite reviewers concerning the lack of evolution as part of the General Science Curriculum, ARM 10.58.522 - Science Standard. In response, the General Science program was modified by dropping NSCI 301- Essence of Science, which is a basic history of science course, and adding BIOB 420 Evolution. This Evolution course is designed to provide the candidate with the conceptual understanding of evolution and then to reinforce the influence of evolution on populations, species and ecosystems, thus tying together evolution as a force that influences earth science, physical science and all of biology.

During the meeting of the Professional Education Unit on Tuesday, February 2, 2010, the College of Education Arts and Sciences and Nursing approved the addition of the BIOB 420 Evolution course to the General Science program, and the course was also accepted by the Montana University System biology FLOCK group as a transferable course across the Montana University System. The Provost and the Chancellor signed and approved the addition of the Evolution course to the General Science Program on 3/22/2010 and on 3/26/2010 respectively.

See [Appendix E](#) PEU Committee Meeting Minutes for Tuesday, February 2, 2010, which shows that the COEASN approved the Evolution course change for the General Science Curriculum. Also see link below to the 2009-2010 Academic Senate proposals, Proposal #09-11 Title: Science Course Changes & Addition.

<http://www.msun.edu/admin/provost/senate/proposals-2009-2010.htm>

**10.58.601 PROGRAM PLANNING AND DEVELOPMENT (Met with Weakness)****SUMMARY OF THE DEFICIENCY:**

No evidence was found for meeting substandards(1)(d) and (1)(e), no evidence of program evaluation; (5)(b) and 5(c), majority of required course syllabi not provided for K-12 Principal Endorsement Program; (5)(f), no evidence provided; (6)(a) (iii), no evidence provided, (6)(d), program evaluation procedures not provided; (6)(f), no evidence for the K-12 Principal Endorsement Program. The advanced program's governing body must consider either (1) recreating the K-12 Principal Endorsement program to meet the standards or assigning qualified full-time faculty to teach the majority of the courses or (2) discontinue the K-12 Principal Endorsement Program. In its current form, the K-12 Principal Endorsement Program negatively skews the evaluation of the Program Planning and Development Standards for the advanced programs.

**PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:**

Program Planning and Development **Status Report April 26, 2010**

**What was done?** Advanced Programs recognizes that the K-12 Principal Endorsement Program was the culprit in negatively impacting the program planning and development standard as reviewed by the accreditation team. Advanced programs data was lost (Access software error) during the fall semester prior to accreditation and therefore no data was available for reviewers. Advanced program support personnel is acquiring the skill set to utilize Access software and develop an assessment database for all advanced programs to inform continuous improvement efforts. In addition, senior administrators have supported the revitalization of the K-12 Principal Endorsement as it provides the Hi-Line region accessibility for certification to small rural schools. This includes regular meetings of the newly formed advisory committee devoted to supporting and aligning curriculum to national standards for principals.

**What is planned to be accomplished?** The K-12 Principal Endorsement advisory committee will continue to meet and support MSU Northern in meeting standards of the endorsement program. In addition, a review of program curriculum and program outcomes will be reviewed based upon state standards and Educational Leadership Constituent Council (ELCC) standards. Also, instructors will be meeting each semester to ensure constituent application and fidelity to the program as redesigned by advisory committee.

**PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:**  
 Program Planning and Development Annual Report November 5, 2010

After an extensive review of options for the K-12 Principal Endorsement Program, it was determined to place this program offering on hold and not admit any new students. Currently, there are less than 10 students in the program. Those students will be given notification to meet with an advisor to develop an action plan for completing the endorsement in a timely fashion. Students, who have not taken course work in two or more years, will be notified that the program is on hold and they will need to complete their endorsement at another Montana institution of higher education.

Recently, there has been a renewed interest in the K-12 Principal Endorsement Program in Great Falls. After a feasibility study, it will be determined whether to offer the program on the MSU Great Falls College of Technology campus. If offered, it will be reorganized to meet the standards and a qualified full-time faculty member will be hired to teach the majority of the courses and oversee the program.

**10.58.602 TEACHING AREAS: ADVANCED PROGRAMS (Met with Weakness)**

**SUMMARY OF THE DEFICIENCY:**

Course content objectives need to be clearly tied to standards, Conceptual Framework, critical assignments, and assessments.

**PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:**  
 Teaching Areas Advanced Programs Status Report April 26, 2010

**What was done?**

Based upon the accreditation report faculty have discussed and are currently reviewing the alignment of course content objectives to standards and the connection to the advanced programs' conceptual framework. In addition, assignments, objectives, and assessments for each course will be reviewed and aligned with state and national standards to ensure appropriate alignment.

**What is planned to be accomplished?**

Faculty (full-time and adjunct) will meet on a regular basis to address deficiencies as identified to ensure compliance with standards and expectations of state standards.

**PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:**

Teaching Areas Advanced Programs Annual Report November 5, 2010

Advanced program faculty, including adjunct, developed a working draft of the advanced programs' conceptual framework. In addition, advanced program faculty completed a self-study using the accreditation report's evaluation of the sub-standard's identified deficits. Further, work is in progress to review alignment in the school counseling curriculum to the newly published CACREP standards; the Learning Development faculty members are aligning the coursework components to the National Board Professional Teaching Standards (NBPTS). In addition, a gap analysis is underway for the advanced program with alignment of the respective professional and state standards, course objectives and assignments for the curriculum in the programs. The Learning Development faculty members are conducting a program audit based upon candidate feedback prior to graduation and upon completion of exit requirements. All identified gaps (i.e., professional standards) in syllabi for both advanced programs for spring 2011 courses will be completed by December, 2010. All other syllabi will be reviewed and revised by February, 2011.

**10.58.603 ASSESSMENT OF ADVANCED PROGRAMS (Met with Weakness)****SUMMARY OF THE DEFICIENCY:**

A comprehensive assessment system must be developed that is driven by the standards requiring the collection and analysis of individual, course, and program evaluation data. These data must then be used to inform decisions at each level on a consistent basis.

**PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:**

Assessment of Advanced Programs Status Report April 26, 2010

**What was done?**

Assessment is recognized as a critical component for the success of advanced programs. All course and key program assessments will be reviewed along with candidate, course, and program outcomes for alignment and coherence with the conceptual framework, state and national standards. In addition, the advanced program support is being provided with professional development (Access software) to ensure an electronic assessment system that is viable and useful in utilizing aggregated candidate and program data.

**What is planned to be accomplished?**

Faculty will work in conjunction with advanced program support person to ensure an enabled data assessment system that will enhance program improvement and decision-making. In addition, senior administration will provide adequate resources for the maintaining an electronic assessment system.

**PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:**

Assessment of Advanced Programs Annual Report November 5, 2010

Advanced programs have a proposed assessment system protocol. The advanced programs' data management system is maintained in the Office of Graduate Programs/Provost Office by administrative support staff; candidate admission's files are managed in this office. Faculty evaluations are retained in the Chancellor's Office. Program and candidate source documents for data are available for entry into the data management system. However, the corruption of the system's files has interrupted the re-entry of data and entry of current data. Due to staff assignments, the completion of the data entry processes has been delayed until spring semester, 2011. Nevertheless, due to the small numbers of candidates in the programs, faculty are able to review the disaggregated individual candidate data together with the university generated aggregated data (program specific) to make programmatic decisions. Fall 2010 program and candidate performance data analyses meetings are scheduled for February, 2011; annual review of 2010-2011 data is scheduled for fall 2011. [Appendix F](#) Updated Protocol for Advanced Programs' Assessment System

**10.58.705 SCHOOL PRINCIPALS, SUPERINTENDENTS, SUPERVISORS, AND CURRICULUM DIRECTORS (Not Met)****SUMMARY OF THE DEFICIENCY:**

The K-12 Principal Endorsement Program needs to be addressed at a variety of levels. Special attention needs to be given ensuring that the program is designed so that its courses provide a coherent program with specific objectives and assessments linked to the standards. Consistency of qualified faculty teaching the courses should be established.

**PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:**

School Principals, Superintendents, Supervisors, and Curriculum Directors  
Status Report April 26, 2010

**What was done?**

A K-12 Principal Endorsement Advisory Committee was organized to support the re-vitalization of the program. Upon consultation with the school districts along the Hi-Line, the Unit affirmed the program meets the need of schools in the region served by MSU-Northern. Curriculum review has been conducted with assistance from the advisory committee; the delivery schedule was enhanced to support a more compact and vibrant program. A commitment within the

professional community and supported by administration has been made to support the revival and ensure the program outcomes of the endorsement.

**What is planned to be accomplished?**

Semester meetings will be scheduled with all instructors and the advisory committee to ensure a harmonious and focused continued review of the endorsement program. This will ensure that all course and program outcomes are aligned with both state and national standards. An enhanced marketing campaign has been developed for potential candidates who are interested in becoming rural school principals.

**PLANS AND PROGRESS TO CORRECT THE DEFICIENCY:**

School Principals, Superintendents, Supervisors, and Curriculum Directors  
Annual Report November 5, 2010

After an extensive review of options for the K-12 Principal Endorsement Program, it was determined to place this program offering on hold and not admit any new students. Currently, there are less than 10 students in the program. Those students will be given notification to meet with an advisor to develop an action plan for completing the endorsement in a timely fashion. Students, who have not taken course work in two or more years, will be notified that the program is on hold and they will need to complete their endorsement at another institution of higher education.

Recently, there has been a renewed interest in the K-12 Principal Endorsement Program in Great Falls. After a feasibility study, it will be determined whether to offer the program on the MSU Great Falls College of Technology campus. If offered, it will be reorganized to meet the standards and a qualified full-time faculty member will be hired to teach the majority of the courses and oversee the program.

## Appendix A

### Initial Programs Conceptual Framework Survey

Initial Programs Conceptual Framework  
Survey Results from Education Partners and Faculty,

Question #1: Does the Document make our expectations for our graduates clear?

Yes = 81%                      No = 19%

Question #2: Do the expectations listed in the document currently match the candidates that we are sending to your buildings?

Yes = 62.5%                      No = 37.5%                      Some respondents answered both yes and no.

In addition, some respondents commented that candidates were not meeting expectations in critical thinking, diversity, active participation strategies, and professionalism.

Question #3: In your view, have we missed any critical commitments?

Yes = 40%                      No = 60%

Some of the missed critical commitments include:

Assessment, technology, instruction, more time in the classroom, management skills, current developments in the education profession, world diversity included, response to intervention along with selecting the appropriate intervention, and the most frequent comment was that professionalism with emphasis on personal responsibility and confidentiality were not included.

Question #4: Are there parts of the document it might be better to cut?

Yes = 31%                      No = 69%

Some of the comments made included:

Several respondents indicated that the document needs to be simplified; a couple respondents indicated the commitment to diversity needed to be cut; all of it need to be cut; and the question: how do you measure a candidate's skill?

## Appendix B

# Overview of Advanced Programs' Conceptual Framework

## OVERVIEW OF ADVANCED PROGRAMS' CONCEPTUAL FRAMEWORK

Working Draft, Fall 2010

### *Mission Statement*

The Montana State University-Northern Graduate Program's mission is firmly grounded in a vision of and commitment to learning environments in which all learners have access to educational opportunities, choices, and experiences that enable them to achieve at the peak of their potential. The professional education programs are designed for delivery through innovative and efficacious systems that provide professional development and excellent educational experiences to diverse populations in a geographically and economically challenged region. To this end, we provide a variety of rich, intentional, and meaningful experiences designed to support candidates' development of appropriate dispositions, knowledge, skills, traits and habits for their fields. Through this educational experience, graduate teacher and counselor candidates prepare to impact students' lives and learning and to take leadership roles in classrooms, schools, and beyond.

### *Advanced Programs' Purposes*

Our graduate professional education programs are developed to meet two over-arching purposes. These are:

- Preparing candidates to meet the challenges presented by ever-changing educational environments within societal contexts; and
- Preparing candidates to lead Education toward its promise of opportunity and equity for all students.

### *Shared Vision —Community of Practice*

The advanced professional education programs of Montana State University-Northern are built upon a set of beliefs that, taken together, form a tightly woven framework, which guide our education programs, evaluation and assessment, resource allocation, faculty and governance decisions. The faculty are committed to these agreed-upon set of beliefs and use them to guide our educational decisions. Overall, we believe best practice requires that decisions of practice be made by educators using a framework formed by well defined and clearly articulated beliefs, and that our decisions must reflect our individual professional context, community, and culture.

- We believe teaching, counseling, and learning are most productive when educators, counselors, and learners engage in purposeful reflection at all stages of the learning process.

- We believe the teacher's and counselor's role is to facilitate learning by creating opportunities for all learners to engage the curriculum and progress through it at developmentally appropriate stages.
- We believe consistent and purposeful assessment and evaluation must:
  - ◆ Take place at various points throughout programs.
  - ◆ Include multiple means must be used to gather useful and adequate information
  - ◆ Reflect on collected information to determine individuals' strengths and challenges, and
  - ◆ Analyze data in order to make decisions (i.e., program, curriculum, personnel).
- We believe emphasis on diversity is critical to the development of positive learning environments and that importance of diversity must be made explicit:
  - ◆ In the curriculum,
  - ◆ In classroom language and interactions, and
  - ◆ In the selection of teaching, counseling, and learning strategies.
- We believe constructivist uses of technology must be woven into every aspect of the curriculum and the learning environment. The use of these technologies must:
  - ◆ Be carefully planned,
  - ◆ Support active learning, and
  - ◆ Be infused with intentional, authentic, and collaborative learning opportunities.

In 1999, the MSU-Northern faculty began work to identify and articulate a conceptual framework to guide our programs. Gathering both university and school faculty together, we began to work together to define and clarify the purpose and outcomes for our professional education programs. It was concluded that within our professional programs, we would focus on assisting and encouraging candidates to identify their beliefs. Our intention is to assist them in challenging their taken-for-granted notions, exploring the reasons they chose to be teachers or counselors, and the kinds of teachers or counselors they want to be. With our guidance, our graduates are led to discover the relevant and appropriate roles for educators or counselors, learners, the curriculum, and schools. As we work together as a community of practice, the process immerses us—candidates and faculty—in a diversity of experiences, and introduces us to various approaches, concepts, and ideals. As a community, we, as faculty, model the processes that help ensure that candidates leaving our programs are able to define and articulate the belief systems that guide their decisions and form their practices.

We believe good teaching or school counseling can be demonstrated in classrooms and schools that are productive, active environments where all participants are engaged in the construction of knowledge. In these settings, according to Vygotsky, democratic principles are modeled, learners are involved in making decisions that affect themselves, and each learner is valued and visibly contributes to the community. As constructivists, we maintain that learning and positive change occurs when individuals are actively engaged in processing knowledge in order to construct

understandings and meanings rather than simply receiving knowledge. Through this total engagement, meaning is made, learning is internalized, and knowledge, skills, traits and habits, and concepts are applied. This kind of doing takes place in trusting, safe environments where expectations are high. See J. Bruner, J. (2004), O.L. Davis (1998), Freire, P. (1994), S. Fishman and L. McCarthy (1998), D. A. Guiffrida (2005), D. Kember and D.Y. P. Leung (2005), J. Piaget (1973), D. Schon, (1983), K. Zeichner and D. Liston (1996) and L. Vygotsky (1978).

### *The Way Learning Occurs*

A product is not the central focus, or necessarily even an outcome, of active learning. Neither beautifully done displays, impressive presentations, nor good grades provide true evidence of active learning. These activities can all be achieved with little integration of knowledge, problem solving, or purpose. Instead, the true evidence of learning lies initially in the *practice* with others to uncover the thinking and processing of candidates' experiences as they acquire new skills, knowledge, or concepts; and, secondly, in the ways their reflective thinking/processing, and acquired new abilities incite and serve future learning and behavior within their learning *communities*.

Active, reflective learning, then, requires candidates to build, and try out with others, abstractions, composed of concepts, connections, and meaning. It requires them to define problems for themselves—both individually and as a group—and then set out to find solutions. In this process, they must integrate new understandings with old, using past experiences to make meaning of new challenges or problems. The products they produce, whether abstract (such as ideas, notions, or beliefs) or concrete (such as projects, papers, presentations, or behaviors) have important meanings attached and shared, as well as connections to a variety of other questions, concerns, knowledge and increased awareness. Thus, the individual with others forms a *community* which is enhanced as each of the members learn, develop new abilities, and engage in reflective *practice*.

### *The Classroom and School Climate—the Community of Practice*

This kind of learning is only possible when candidates are willing to take risks, challenge what they think they know, and operate on the edge of their competence. Taking the risk to make new meaning requires them to push themselves beyond their comfortable ways of thinking and into areas of uncertainty. To do so, they must be brave enough to put their own ideas forward, both for them and others to see. They must seek to discover the flaws and possibilities in their thinking and solutions, ultimately challenging themselves to go further. Their ability and willingness to take these risks are directly connected to the safety they feel in their learning community.

It is in this light that the classroom and school environment must be considered. Neither children nor adults will choose to place themselves in positions of vulnerability if they do not feel safe. Nor will they extend themselves in communities that expect little of them. Therefore, active learning requires a community that both invites risk and promises safety. Part of the environment within the community includes intellectual and psychological challenge and high expectations

for success. The other part is safety; not just physical safety, but also safety to engage in self-exploration: cognitively, socially, and personally.

In these communities, candidates see that risks are safe, and falling short of an individual or group goal is seen as a springboard for experimentation and as opportunities for exploring new paths. By asking themselves questions, which grow out of their curiosity such as "I wonder what would happen if...?", their learning is directed toward deeper understanding and richer concept development. These are classrooms where candidates are free to weigh new information against what is known and to work through the discrepancies. When making discoveries, they extend their learning by seeking explanations, as well as grappling with evidence and points of view different from their own. In this way, candidates come to know and understand more and, in the process, are able to experience and become self-directed and self-disciplined.

### Decision-Making

Although there are many ways to define a good teacher or effective school counselor, we believe that one trait is essential. That trait is the use of decision-making models that guide their practices and choice making. Clearly, an articulated framework for practice (in teaching and counseling) is revealed by observing patterns in how decision-making models are implemented. These patterns are evident in the split-second decisions made by faculty and candidates and their ability to seize unanticipated learning opportunities or respond to unexpected events. Patterns also emerge when observing practitioners' carefully planned actions and intentional learning experiences, their selection of materials, methods, and strategies, and in their constant tinkering to improve long-used and successful strategies.

As the program faculty in advanced programs, we continue to reflect upon our practices, individually as well as collectively, we acknowledge that some of us have clearly articulated decision-making models that we intentionally use to guide our thinking and actions while others may be less able to define the beliefs that guide their decisions. Formal and informal professional development opportunities encourage faculty to articulate the strands that construct their framework. These reflections and observations—including participation in community building activities that are formal (i.e., faculty meetings) and informal (i.e., group discussions regarding candidates' performance in meeting outcomes)—provide support and encouragement for faculty to become increasingly aware of the underlying decision-making patterns found at the base of their practice.

### Connections and Linkages

Our ability to integrate knowledge and transfer lessons learned in one experience to applications in another allows us to predict and address complex life situations in ways that make it possible for us to thrive in the world. The more we can manipulate, adapt, and identify linkages and connections, the more innovative and creative our solutions to common problems or challenges. The more we understand that knowledge, awareness, skills, and concepts gained through one experience can inform our understandings in others, the more we can identify, predict, and capitalize on opportunities. As our new understandings create and encourage a desire to explore

new questions, we create a community of practice that promotes and develops the habits necessary to be lifelong learners.

MSU-Northern faculty work to increase emphasis on the linkages between content areas, identifying themes, and building strategies to transfer/generalize from experience to experience. Faculty seek to build connections between and within discipline areas. In each of these cases, faculty strive to highlight that the skills, knowledge, and concepts of one discipline or course content have applications and meaning outside its own narrow boundaries. Instead of focusing on the “delivery” of content, faculty purposefully point out the complex overlapping of skills, concepts, and knowledge. As these natural learning links occur, these connections—implicit program goals—are made explicit to candidates by demonstrating the cross-curricular applications of topics, concepts, and skills. Thus, faculty promote the integration of awareness, knowledge, and new ways of thinking and behaving in their interaction with candidates and classroom practices.

Also, faculty demonstrate the importance of linking themes by helping candidates explore the perplexities of seemingly simple questions and answers. We help candidates develop the habit of posing questions to themselves such as: What can I do with what I have learned? What else do I need to know and how will I come to know it? And. What new uses can I make of existing skills? Through self-questioning, candidates can integrate new information and knowledge with previous knowledge and experiences. The practice of making personal connections and building deeper self-understanding facilitates candidates’ exploration into their own theories and ways of knowing. As a result, candidates are more apt to transfer and integrate knowledge learned in one setting to address the challenges which emerge in another. They also develop the initiative to follow up on interesting possibilities that fall outside the concepts under study.

#### Future Directions

In an effort to increase the transformation of knowledge described in our model, the advanced programs are working together as a *community of practice*. Within our community, faculty increase their ability to use their shared experiences to review and revise their practices and change courses and programs to maximize the interconnectedness among skills, concepts, and knowledge. As program faculty, we come together at regularly scheduled meetings to discuss the program and courses, candidates’ performance, feedback from field experiences. In addition, inter-program attention is given to philosophical discussions that further deepen our understanding of each other, our programs, and how we work together as a community.

Our community of practice model has resulted in enhanced relationships among faculty. As we become more mature in our new ways-of-being, we anticipate that our practice will transfer to our candidates through our modeling, advising, and mentoring

A final consideration of the construction of knowledge within communities that we believe is so important lies in the teamwork that develops. Dewey believed that the development of an individual capable of reflective thinking is a significant educational objective. We agree. Schon’s work, along with many others, believe educators should be facilitators of learning,

supporting learners' construction of knowledge and meaning making. Thus, our constructivist framework is substantially supported in the literature and has been proven effective overtime.

As we consider the complexity and diversity of the population served by our graduate level programs, it is necessary to go beyond a general understanding of the importance of construction of knowledge and the value of the individual. In the concrete world that surrounds us, there are particular challenges and possibilities, which must be explored and understood.

The character and personality of the university, college and Graduate Programs continue to be shaped by the influence of the culturally rich and diverse populations that we serve. Within the college, our programs and practices respond to and have grown out of a community of practice that appreciates the authentic and felt needs of our diverse populations. Northern's mission to serve as the regional cultural center and maintain strong partnerships with communities, education, business and industry supports the strong ties that the college has established in the region. Therefore, programs, curriculum, and standards are intertwined with a focus on excellence and an honoring of the rich culture of the region.

The vision we share with the education community and community at large has two central components. The first relates to the nature of schools and schooling and the second to our role in educational change and understanding. We envision learning environments that provide learners lived experiences that challenge taken-for-granted notions and open each candidate to possibilities of creativity and imagination. In these environments, all learners have access to success and the ability to imagine what might be. School professionals set high standards for all learners and help learners achieve more than they can dream.

And, we envision MSU-N as a premiere institution in educational advocacy, change, and innovation. Our thinking, research, and practice contributes to an increasing knowledge base. Our ability to collectively and individually relate abstract theories in concrete ways will lead to broader implementation and application of the ideas and ideals that underlie our work and form the foundation of our practice and relationships with others. A premier example of the collective efforts of the faculty in the advanced programs is demonstrated by the emergence, development, and on-going refinement of our conceptual framework.

### ***Coherence***

As a result of our conceptual framework, faculty have embarked upon aligning the epistemic principles of constructivism with the governance of our college. Coherence among the conceptual framework, the curriculum, instruction, field experiences, clinical practices and assessments across the programs has been one of the goals most enthusiastically embraced by faculty. An important outcome of our community of practice model was the integration of intentional coherence. During the many discussions regarding alignment of curriculum to standards and our beliefs about teaching and learning, we recognized the importance of a planned sequence of coursework and experiences that were sequential, programmatic, and coherent.

The formal mechanism for ensuring coherence has been institutionalizing meetings of program faculty to periodically review the program delivery sequences. This review includes (1) scrutiny of course syllabi to determine if the course requirements provide evidence that the objectives have been met to an established standard; (2) faculty use of course evaluations to identify strengths and areas for improvement; (3) evaluation of artifacts to ensure that the program threads (theory and practice, diversity, assessment, and instructional technology) are integrated; (4) reflection on the self-evaluation by candidates of their experiences; and (5) assessment of the outcomes identified in the program syllabi and program requirements.

### ***Professional Commitments and Dispositions***

The central principles that guide our professional education programs are illustrated by the ways in which faculty support candidates' learning and development. It is through formative assessments, early recognition and intervention with candidates, and the expectations that we articulate in handbooks, syllabi, class meetings, and advising that faculty encourage candidates' professional development. Professional commitments and dispositions are made known in each professional education course and in the materials distributed to students, such as the graduate students handbooks and program planning documents.

We are gathering data to measure these outcomes through the artifacts our faculty and candidates submit that demonstrate attainment of entry-level competencies in dispositions, content knowledge and methodologies, and the skills, traits and habits necessary to create rich and meaningful learning environments at three entry (or admission) benchmarks: admission to the graduate program (Level One), application to internship (Level Two) for counselor education candidates only, and conclusion of their program which is accompanied by an exit portfolio.

### ***Commitment to Diversity***

The ideas and ideals that underlie our emphasis on diversity are embedded in a commitment and an ideal. The commitment is to prepare candidates to create learning environments in which each individual's intrinsic value is highlighted within the framework of a shared community of learners. Our ideal is that these experiences will enable learners to realize the promise and dignity of their being.

In order to be active participants in a community of practice, individuals must first recognize their individual value. A strong sense of ownership and belonging, the ability to construct knowledge, and the willingness to take risks necessary to learn are dependent upon learners' sense of self and degree or strength of attachment. Creating a community environment requires that we model positive interactions with all learners, celebrate the varied ways learners approach and solve problems, and carefully create opportunities through which the skills, talents, and contributions of all learners can emerge and flourish.

When learning environments support individual difference, the significance of social interaction in knowledge construction becomes apparent and evolves into a community of practice. As

learners work together in an integrated and healthy community, their minds are free to organize their thoughts and explain their thinking to others. They begin to explore, test, and refine their ideas while deepening and clarifying their understandings. Through this social interaction, what each learner knows and can do is informed, enriched, and expanded by the perspectives and understandings of others. Participating in the critical analysis of their own ideas and those of others, enables learners to develop the habits necessary to push their own thinking further, as well as internal processes necessary to question their assumptions, stereotypes, and taken for granted notions. They see ideas and attitudes as temporary understandings to be critically analyzed and out of which new understandings can, and will be, constructed.

In classrooms where successful interactions build the social aspect of knowledge construction, learners recognize and value individual contributions and multiple perspectives, approaches, and solutions. Learning activities are structured to demonstrate an authentic need for each learner's contributions. In such an environment, learners are supported in moving their skills and thinking forward in ways appropriate to their personal intellectual needs and cultural contexts, and in ways that unify and demonstrate the individual's value to the community. A strategy that appropriately illustrates this concept is the creation of a candidates' learning styles/multiple intelligences database in course. Candidates participate in the development of the database and, in collaboration with faculty and peers, create and practice applications for these data that will enhance teaching and learning.

Because all learners desire to know and are encouraged to make meaning in multiple and personally appropriate ways, learning is improved and practiced for all participants. Educators must possess a deep understanding of the multicultural nature of all learning environments, beginning with the complex layers of diversity found within each learner and extending to the learning groups, the school, the community, the family, and more. With these understandings in place, educators are able to come to know and understand learners personally as they listen attentively to ideas and engage them in thoughtful conversation about the meanings they make. Through this process and selection of learning strategies and interventions, educators' interactions with individuals and the classroom model inclusion and the construction of knowledge.

As the individuals develop more refined interactive skills, a sense of belonging to a community develops. They are able to maintain their individual identities and, at the same time, see themselves as members of the community. They realize their needs are matched by corresponding, and sometimes conflicting, needs of others and learn to negotiate the complicated waters of collective concerns. In this process, individuals learn to use their inner resources, develop the transferable habits and skills of self-reliance, self-direction, and self-discipline, and become active, confident partners in their own education and future goals. At the same time, they develop the ability to see problems through the eyes and experiences of others and learn to work with others toward common purposes. In this process, they develop the ability to see beyond the egocentric nature of their own needs and perspectives. As they grow more perceptive, they learn to consider consequences and implications in order to make purposeful and thoughtful decisions.

Candidates are continuously encouraged to experience multiple perspectives in collaborative group assignments, peer supervision groups, and individual meetings with faculty.

Faculty use modeling techniques to transmit the skills needed by educators in setting an environment that provides a climate for the construction of knowledge to occur. An important caveat to acknowledge is that it is also the educational leader who remains responsible for ensuring learning takes place. Therefore, in their work with learners, educators continually adjust the scaffolding in response to students' emerging skills and needs. Throughout this engagement, educators should thoughtfully intervene to ensure that all learners are provided the opportunity to demonstrate their competencies and learn from their peers. Faculty believe that the best strategy to incorporate these skills involves facilitating discussions in ways that invite learners to put their ideas forward, engage their peers in conversations about those ideas, and, by working together, synthesize those ideas to create new concepts. Intentional “linking” each individual to another through guided discussions is a method employed to consistently monitor experiences to ensure all are contributing and learning.

While diversity has many definitions and can be defined broadly, its most typical application is in terms of racial/ethnic/economic difference. Research indicates that of all the forms that diversity can take, the socio-economic gap between teachers and students often has the most negative effect on student learning and achievement.<sup>1</sup> Montana schools, like inner city schools, are dealing with the impact of many families falling below the poverty line. Our goal for advanced programs is that our graduates are capable of working with the complexities of teaching and counseling children living in poverty whose social class and/or ethnicity often is not that of the teacher. The culminating experience for our counselor education candidates is, during their internship and practicum, they experience working with diverse family/student populations that reflect socio-economic influences and mental health issues (out-of-school factors) which impact student achievement.

True commitment to diversity requires community. And, strong human relationships are key to uniting people from different cultures, with different needs and ways of knowing, within a community. It was the need for us to become more intentional and systematic about how we wanted to transmit and manage knowledge within our advanced programs that led to the evolution of our community of practice model. Ever-increasingly, knowledge has become the key to success and it is too valuable to be left to chance. Although our experience of knowing is individual, knowledge is not. There may be disagreements, but it is through a process of communal involvement, including all the controversies, that a body of knowledge is developed that illustrates the shared experiences of each member in the community.

Our commitment to “all students’ learning” is explicit in the University and college mission statements, the Montana Constitution, and throughout the conceptual framework. One of the advanced programs’ “central principles” states:

---

<sup>1</sup> Source, Association of Teacher Educators, Task Force on Field Experience Standards, February 1999.

The classroom culture illustrates commitment to democratic principles by the ways that faculty and candidates respond to individuals, celebrate differences and commonalities, construct support for risk-taking and self-challenges, and provide nurturing learning environments.

In the advanced programs' *Beliefs that Guide our Teaching Practice*, we put forth that "...emphasis on diversity is critical to the development of positive learning environments and that importance of diversity must be made explicit:

- In the curriculum,
- In classroom language and interactions, and
- In the selection of teaching, counseling, and learning strategies.

Both the missions of Montana State University-Northern and the Graduate Programs articulate clearly a strong commitment to diversity. This commitment is imperative if we are to bring together the highly diverse rural communities and cultures that lie within our service area. Moreover, Montana House Bill 528 mandates that *every Montanan*, whether Indian or non-Indian will be encouraged to learn about the distinct and unique heritage of American Indians in a culturally responsive way. Every educational agency and all educational personnel will work cooperatively with Montana tribes when providing instruction and implementing an educational goal and all school personnel should have an understanding and awareness of Indian tribes to help them relate effectively with Indian students and families. Taken together, our missions and Montana law make our responsibilities clear.

All of our advanced programs' candidates are Montana residents. Most are currently employed in their home communities (which may be on or near reservations) in schools and agencies. These are communities where their families have lived for generations and where deeply rooted historical and social issues continue to separate each community, and smaller communities within them, from one another. Many of our candidates bring with them sets of taken-for-granted ideas born out of this extended isolation from diverse socio-economic and cultural groups. As we prepare candidates to return to their communities, or to venture beyond should they choose, we keep our responsibility and commitment to diversity squarely in front of us. We work thoughtfully and intentionally to expand candidates' worldview and make their taken-for-granted notions problematic. To a large degree, this occurs naturally as a result of our emphasis on the importance of individually constructed knowledge based in the individual reflection, dispositions, knowledge, traits and habits we instill throughout our program.

Our classes are laced with emphasis on multiple layers of diversity, including age to gender and culture to individual meaning-making. Because of regional history and culture we emphasize the importance of developing an awareness and knowledge of the essential understandings of Native American culture both through the literature and connecting with others and engaging in shared experiences.. A powerful influence for increasing awareness and multi-cultural skills is the richness of culture that is shared by the candidates among themselves. These integrations enable candidates to identify commonalities between European traditions and the traditions of local

tribes as they explore beliefs and ideas alongside practical connections with people from diverse cultural groups.

For example, in our professional education programs, we engage our candidates in critical analysis of research related to Native American culture by discussing research findings with Native American candidates and comparing local tribal customs and practices to the literature. Although we have come far in developing a rigorous and celebratory approach to diversity, the need for more is evident.

Our perceived need might best be described as “more, better, faster.” The faculty have agreed upon a diversity plan in which we:

- 1) Seek to identify ways to engage more faculty involvement in diversity integration and to devise a wider array of entry points into diversity,
- 2) Seek to strengthen and enhance the quality of diversity experiences, to take them deeper and increase their impact,
- 3) Seek to infuse foundations courses with diversity elements in order to help candidates begin their diversity journey sooner and continue it longer.
- 4) Continually seek opportunities to engage American Indians in our classrooms as role models and experts.

### ***Commitment to Technology***

Historically, when new tools are invented, the full range of uses and possibilities are not known, often resisted, and sometimes misused. This has been true for our educational community’s uses and responses to technology—there continues to be a range of efforts and venues within which our faculty and candidates grapple with the rapidly advancing technological possibilities. While we agreed that technology is a “good” thing, a degree of uncertainty remains about what it can do or how to use it to enhance learning. Our faculty have been increasing their use of technology in classroom instruction and in designing course requirements that build on the candidates’ technology skill development. The Learning Development master’s has adopted the use of electronic textbooks and providing iPads for the next cohort (spring 2011).

As we developed our original *Beliefs that Guide our Teaching Practice*, we discussed the roles and functions that technology holds in our practice and articulates throughout our conceptual framework. Consensus is articulated in this *Belief*: “We believe constructivist uses of technology must be woven into every aspect of the curriculum and the learning environment. The use of these technologies must:

- Be carefully planned,
- Support active learning, and
- Be infused with intentional, authentic, and collaborative learning opportunities.”

In constructivist teaching and learning, technology is best described as a partner in the education of all learners. Its use creates a vehicle for increasing opportunities and possibilities, adds depth

and breadth to content, and contextualizes the curriculum. In a constructivist classroom, technology does not drive instruction. Instead, its use is driven by a “need to know or do.” The need, or desire, to know and do more and to illustrate and share what is known and done coupled with technology’s ability to meet these needs and desires make it a valuable instrument in knowledge construction.

We see technology through critical eyes, constantly reminding ourselves that form follows function. As we work with candidates, our guiding questions are: “In what authentic ways can we integrate technology? What can technology do to support learning that cannot be done as well by other means?” As we answer these questions and others, appropriate and meaningful uses are emerging. The university has dedicated the use of the capital fees funds to renovate/update classroom with instructional technology tools; thus, expectations are that our faculty and candidates will integrate technology in their practices

In addition to traditional use of technology for research and word processing, our candidates are expected to use technology to higher and higher levels and for more diverse purposes. As our faculty pose authentic challenges in classes, candidates engage technology to uncover their own answers. Candidates commonly use such technologies as web board, E-mail, the Internet, PowerPoint, conference programs, digital photography and video, and web page construction. Many of our candidates experience a different level of peer communication through assignments designed to increase competence with collaborative and extended uses of technology.

While advanced program candidates’ portfolios are required as part of the exit evaluation, Learning Development candidates are taking technology one-step further in designing showcase portfolios.. Each professional education course in both advanced program requires that an artifact be created electronically/ Within the professional education faculty, some faculty are experimenting with electronic portfolio as a vehicle for self-evaluation.

As we look to the future, we anticipate marked growth in technology integration. Three questions are especially important for our future work. First, how can we most effectively serve a population of many and diverse cultures living in isolated or remote towns and within reservation communities? Second how can we bring people together around ideas and experiences when they seem so separated by miles and cultural difference? Third how can we more efficiently bridge into the professional world to expand our teaching and learning experiences? A significant part of our answer exists in the use of technology. It is, therefore, imperative that our programs take full advantage of the opportunities provided by the ever-expanding growth of technology. As a faculty we are challenged to use our most innovative and creative thinking to build connections and imagine possibilities.

### ***Candidate Proficiencies Aligned with Professional and State Standards***

At the adoption of the conceptual framework in 2000, faculty developed a “translation” grid that became part of our conceptual framework document that recorded the alignment of the education programs standards to those of NCATE, CACREP and NBPTS. Further, the integration of

program *Threads* (theory and practice, diversity, assessment, and technology) into each professional education course was emphasized and reviewed systematically. In addition, a survey of the methods faculty use to gather data in the assessment of candidate performance informed advanced programs goals/objectives for advanced programs' assessment. In addition, this information on candidate assessments were used to inform the development of our system for assessment and evaluation.

Success in the application of these assessment and evaluation tools requires clarity of purpose, carefully constructed standards, and shared understanding of how value or quality will be determined. To this end, we are still in the process of implementing a process for assessment and evaluation that begins with students' when they are admitted to the university, while they are enrolled in the graduate program, and continues through to candidates meeting program exit requirements. A primary focus for our process is the emphasis on *performance* assessment and evaluation. Two of the tools of performance assessment that we continue to develop and use in are are portfolios and rubrics. Using the four *threads* described in our conceptual framework for program congruity and the benchmarks for elements described in our standards for performance, we continue to collaborate on creating tools that can be used to measure how effective we have been in meeting our goals for program and candidate performance.

At MSU-Northern, our faculty are dedicated to developing and maintaining relationships with candidates that facilitating success for each candidate at a personal level. The University's Master Plan supports activities that connect staff, faculty, and students and builds community for on and off campus students. Someone once said that Montana is a small town with long streets—the culture here can be described as a neighborly and a small community feeling permeates the campus. Faculty and staff are aware and sensitive to students' needs, and assistance is available from various entities across campus. In recognition of meeting the needs of our off-campus students, a 1-800 number is provided to all students so that they have access to faculty and student services from their homes or places of work.

Advising is deemed an important component of faculty's responsibilities. In the Graduate Programs, advising includes discussion of plans and progress toward goals—factors considered important by both candidates and faculty. Such discussions emphasize the importance of standards and goals and help faculty and candidates develop a habit of mind that considers the role of assessment and evaluation. As conversations progress from day to day, an overarching goal is that all participants become attentive to and develop better tools to articulate the value of their own work.

Our portfolio component. Portfolios have become a commonly used means of collecting data to assess and evaluate performance. While candidates submit documents at program entry and submit portfolios as exit requirements, faculty develop and submit tenure and promotion portfolios. Because of its highly individualized nature and the rigor associated with portfolio development, we believe that portfolio evaluation allows faculty, candidates, and others to demonstrate full, rich portraits of their skills, traits and habits, knowledge, and accomplishments. The nature of the work included allows individuals to move beyond demonstration of knowledge

and comprehension and into higher-order thinking skills, problem solving and solution seeking abilities, and imaginative and creative thinking. The portfolio allows a “portrait” to be presented that can be as complex and idiosyncratic as the nature of the work demands.

As we continue to develop and refine our use of portfolios, we are focusing our efforts with portfolios as an especially important vehicle for assessment and evaluation of candidates and faculty. Our commitment to constructivist teaching and learning requires emphasis on individual meaning, making the portfolio an ideal evaluation instrument. The act of including one artifact and rejecting another requires clarity of purpose, judgment, reflection, and critical analysis. And, these artifact selections allow faculty and candidates to illustrate the understandings and meanings made as a result of learning, experiences, and opportunities. It enables concrete demonstration in the candidates’ applications of professional standards, knowledge, skills, and traits and habits in order to illustrate strength in reflective and innovative thinking.

Upon our commitment to performance-based assessment and evaluation we understood that in order to facilitate candidates’ proficiencies, the development of rubrics was required as an instructional and evaluation tool. As with portfolios, we acknowledged the complex nature of designing and implementing educative rubrics. An intentional outcome of rubrics is to help us control for subjectivity in the evaluation of candidates’ work. Our intent is to provide a process of evaluation that promotes fairness, reliability, and objectivity and clearly demonstrates alignment with professional and state standards. In addition, faculty continue to increase emphasis on the linkages and alignments between content areas, and align theory and practice to professional and state standards. As faculty seek to build connections between and within discipline areas to standards and standards’ based assessments, candidates’ proficiencies are increased as they, too, are asked to demonstrate the cross-curricular applications of topics, concepts, and skills and link their work to standards.

In an effort to increase the transformation of knowledge described in our model, the advanced programs are working together as communities of practice. As a result collaboration and a shared vision, faculty and candidates can better coordinate and link what is taught in one class with what is taught in another. Our community of practice model has resulted in enhanced relationships among faculty and provided stability to the advanced programs.. As we become more mature in our shared construction of knowledge and ways-of-being, our experiences will enhance our candidates’ abilities to develop as reflective practitioners and experts in their fields.

**Bibliography for Advanced Programs' Conceptual Framework**  
**Updated Fall, 2010**

- Acquavito, P. (1998). Use rubrics to reach all learners. *The Active Learner* 3(1), 32-33, 39.
- Allen, D. (Ed.). (1998). *Assessing student learning: From grading to understanding*. New York: Teachers College Press.
- Andrade, H. G. (2000). Using rubrics to promote thinking and learning, *Educational Leadership*, 57(5), 12-18.
- Argyris, C. and Schön, D. (1974) *Theory in practice: Increasing professional effectiveness*, San Francisco: Jossey-Bass
- Argyris, C., & Schön, D. (1978) *Organizational learning: A theory of action perspective*, Reading, Mass: Addison Wesley
- Argyris, C. & Schön, D. (1996) *Organizational learning II: Theory, method and practice*, Reading, Mass: Addison Wesley
- Bloom, B.S. (1956). *Taxonomy of educational objectives: Handbook I: The cognitive domain*. New York: David McKay Co., Inc.
- Bordeaux, R. (1995). Assessment for American Indian and Alaska native learners, *ERIC Digest* Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools.
- Brooks, J., & Brooks. M. (1993). *In search for understanding: The case for constructivist classrooms*. Alexandria, VA: ASCD.
- Bruner, J. (2004). The narrative creation of self. In L. E. Angus & J. McLeod (Eds.), *The handbook of narrative and psychotherapy: Practice, theory, and research* (pp. 3–14). Thousand Oaks, CA: Sage.
- Bruning, R., Schraw, G., Nroby, M., & Ronning, R. (2004). *Cognitive psychology and instruction*. Upper Saddle River, NJ: Pearson.
- Caldwell, K. & Claxton, Ch. (2010). Teaching family systems theory: A developmental–constructivist perspective. *Contemporary Family Therapy*, 32, 3-21.
- Cooper, J. D. & Kiger, N. (2001). *Literacy assessment: Helping teachers plan instruction*. Boston: Houghton Mifflin.
- Costa, A. (1991a). *The school as a home for the mind: A collection of articles by Arthur Costa*. Palatine, IL: Skylight Publishing.
- Costa, A. (1991b). *Developing minds*. Alexandria, VA: ASCD.

Cottone, R.R., (2006). Paradigms of counseling and psychotherapy, revisited: Is social constructivism a paradigm? *Journal of Mental Health Counseling, 29(3)*, 189-203.

Davis, O. L. (1998). Beyond beginnings: from 'hands-on' to 'minds-on'. *Journal of Curriculum and Supervision, 13(2)*, 119-22.

Dewey, J. (1934). *Art as experience*. New York: Capricorn Books.

Dewey, J. (1938). *Experience and education*. New York: MacMillan.

Diller, J. V. (1999). *Cultural diversity: A primer for the human services*. Belmont, CA: Brooks/Cole:Wadsworth.

Duckworth, E. (1978). *The African primary science program: An evaluation and extended thoughts*. Grand Forks, ND: University of North Dakota.

Duckworth, E. (1996). *The having of wonderful ideas*. New York: Teachers College Press.

Duckworth, E. (1997). Spotting active learning. *The Active Learner, 2(2)*, 24-27.

Eisner, E. W. (1998) *The Enlightened Eye. Qualitative inquiry and the enhancement of educational practice*, Upper Saddle River, NJ: Prentice Hall.

Freire, P. (1994). *Pedagogy of Hope*. New York: Continuum.

Fishman, S., & McCarthy, L. (1998). *John Dewey and the challenge of classroom practice*. New York: Teachers College Press.

Ganz, M., & Ganz, B. (1990, February/March) Linking metacognition to classroom success. *The High School Journal, 180-85*.

Gergen, K. (1985). The social constructionist movement in modern psychology. *American Psychologist, 40*, 266-275.

Goodwin, A. L. & MacDonald, M. (1997). Educating the rainbow: Authentic assessment and practice for diverse classrooms. In A. Lin Goodwin (Ed.), *Assessment for equity and inclusion*. New York: Routledge Press.

Guiffrida, D.A. (2005). The emergence model: An alternative pedagogy for facilitating self-reflection and theoretical fit in counseling students. *Counselor Education & Supervision, 44*, 201-212.

Guild, P. (1994). The culture/learning style connection. *Educational Leadership, 51(8)*.

Hager, P. (1999) Finding a good theory of workplace learning, in D. Boud & J. Garrick (Eds.) *Understanding learning at work (pp. 65-82)*. London: Routledge.

Hansen, J.T. (2007). Epistemic contradictions in counseling theories: Implications for the structure of human experience and counseling practice. *Counseling and Values, 51*, 111-124.

- Hays, D.G. (2008). Assessing multicultural competence in counselor trainees: A review of instrumentation and future direction. *Journal of Counseling & Development, 86*, 1, 95-101.
- Hirsh, E. D. (1987). *Cultural literacy: What every American needs to know*. New York: Vintage.
- Jetty, M. (2000, October). *Indian education for all*. Paper presented at the Annual Fall Conference of the Montana Education Association Conference.
- Jonassen, D., Beissner, K., & Yacci, M.A. (1993). *Structural knowledge: Techniques for representing, conveying, and acquiring structural knowledge*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Jonassen, D, Peck, K., & Wilson, B. (1999). *Learning with technology: A constructivist perspective*. Columbus, OH: Merrill.
- Kamii, C. (1985). *Young children reinvent arithmetic*. New York: Teachers College Press.
- Kamii, C. (1991). Toward autonomy: The importance of critical thinking and choice making. *School Psychology Review, 20*(3), 382-88.
- Leitner, L.M. & Faidley, A.J. (2008). Embodiment in experiential personal construct psychotherapy: Theoretical and technical concerns. In J.D. Raskin & S.K. Bridges (Eds.), *Studies in meaning 3: Constructivist psychotherapy in the real world* (pp. 109-124). New York: Pace University Press.
- Lizzio, A. & Wilson, K. (2004b) Action learning in higher education: an investigation of its potential to develop professional capability, *Studies in Higher Education, 29*, 469-488.
- Kember, D. & Leung, D. Y. P. (2005) The influence of active learning experiences on the development of graduate capabilities, *Studies in Higher Education, 30*, 155-170.
- Marlow, B., & Page, M. (1998). *Creating and sustaining the constructivist classroom*. Thousand Oaks, CA: Corwin Press.
- O’Gorman, J. G. (2001) The scientist-practitioner model and its critics, *Australian Psychologist, 45*, 1257-1262.
- Osborne, B. A. (1995). Practice into theory: Culturally relevant pedagogy for students we have marginalized and normalized, *Anthropology and Education Quarterly, 27*(3), 285-314.
- Painter, B. (2001). Using teaching portfolios. *Educational Leadership, 58*(5), 31-43.
- Payne, R. (2005). *Framework for Understanding Poverty* (4<sup>th</sup> Ed.). Highland, TX: aha Process, Inc.
- Piaget, J. (1973). *To understand is to invent: The future of education*. New York: Grossman Publishers.
- Popham, J. (2000). *Modern educational measurement: Practical guidelines for educational leaders*. Needham Heights, MA: Allyn and Bacon.
- Popham, J. (1999). *Testing! Testing! What every parent should know*. Needham Heights, MA: Allyn and Bacon.

- Richter, J. (1998). *Strategic Planning for Technology in Education*, Unpublished paper presented as a Guest Lecturer at the University of Montana Graduate School of Educational Leadership.
- Schon, D. (1971) *Beyond the stable state*. New York, Norton.
- Schon, D. (1983) *The reflective practitioner: How professional think in action*. New York, Basic Books.
- Sellers, D. & Hall, T. (1998). The school counselor's role with multicultural student populations. In C. Dykeman (Ed.), *Maximizing school guidance program effectiveness: A guide for school administrators and program directors* (pp. 117-121). Greensboro, NC: ERIC/CASS Publications.
- Sternberg, R. J. & Horvath, J. A. (1999) *Tacit knowledge in professional practice*. Mahwah, NJ, Lawrence Erlbaum.
- Swisher, K. (1991). American Indian/Alaska Native learning styles: Research and practice, *ERIC Digest*. Charleston WV: Eric Clearinghouse on Rural Education and Small Schools.
- Tobia, S. (2010). Generative learning theory, paradigm shifts, and constructivism in educational psychology: A tribute to Merl Wittock. *Educational Psychologist*, 43(1), 51-54.
- Vygotsky, L. (1978). *Mind in society*. Cambridge, MA: Harvard University Press.
- Wepner, S. (2001). Paradigm shift is easier said than done. *AACTE*, 22(1), 5-6.
- Wetsit, D. (1999, Spring). Emphasizing the human being in distance education. *Tribal College Journal*, 14-18.
- Wiggins, G. (1998) *Educative assessment: Designing assessments to inform and improve student performance*. New York: Josey-Bass.
- Wiggins, G., & McTighe, J. (1998). *Understanding by design*. Alexandria, VA: ASCD.
- Yalom, I. (1995). *The theory and practice of group psychotherapy*. New York: Basic Books.
- Zeichner, K., & Liston, D. (1996). *Historic roots of reflective teaching*. Mahwah, NJ: Lawrence Erlbaum Associates.
- University of Missouri. (2000). *Certification program portfolio*. Columbia, MO: University of Missouri.
- Zook, K. (2001). *Instructional design for classroom teaching and learning*. Boston: Houghton Mifflin.

## Appendix C

### 2009-2010 Teacher Candidate Survey Results

### MSU-Northern 2010 Graduate Survey

Please rate how well you feel the general education core you have taken has prepared you to be a lifelong learner and an active, literate participant in today's technological society.		
Answer Options	Response Percent	Response Count
Very Poor	0.0%	0
Poor	1.6%	1
Average	32.8%	21
Well	46.9%	30
Very Well	18.8%	12
<i>answered question</i>		<b>64</b>
<i>skipped question</i>		<b>0</b>

Are there general education courses or areas that were not offered that you wish you could or would have like to have taken?

Response Text

more finance and accounting classes

classes on writing resumes and cover letters and practicing interviewing

Philosophy

## Appendix D

### School Counseling Program Self-Study

### **School Counseling Program Self-Study: 10.58.512**

In the following narrative, the sub-standards which were noted as “Not Met” at the OPI Accreditation on-site visit, fall 2009. This document represents the results of a self-study by program faculty which addresses the essential course objectives directly relating to each “Not Met” standard. Essential evidence was provided in the Program Course Syllabi listed for each standard (e.g., texts, additional resources, objectives, and course requirements) linking candidate experiences/opportunities in meeting those standards.

#### **1(b) demonstrate competence in developing relationships with service agencies such as community, public, private, medical, employment, and educational agencies for referral and collaborative service delivery to promote student success.**

##### Objectives listed in the syllabus for CNSL 610 specific to substandard 1(b):

1. Understand goals, objectives, and philosophical tenets of guidance and counseling and how to develop a comprehensive, integrated school curriculum.
2. Become familiar with the nature and influence of family, community, society, and culture on children, families, and school, including, how these topics are acknowledged and addressed to enhance student development.
3. Develop awareness of resources to implement classroom guidance units and curriculum.

##### Objectives listed in the syllabus for CNSL 643 specific to substandard 1(b):

1. Demonstrate knowledge, skills, and dispositions applicable to the counseling of children and adolescents;
2. Gain increased awareness of cultural/social issues related to practice with children and adolescents; and
3. Become aware of community based resources available to clients and how to effectively use resources in practice.

##### Objectives listed in the syllabus for CNSL 671 specific to substandard 1(b):

1. To understand the role of work in our lives and within society;
2. To develop skills and a knowledge base to assist clients to make appropriate career decisions;
3. To demonstrate an awareness of the changing nature of work, the work place; and the work force;
4. To gain experiences interpreting and reporting test results so that counselors, clients, and other helping professionals may use the results to assist clients’ career decisions and career development;
5. To gain competency in the cultural and diversity (e.g., economic, gender, age) issues related to career counseling and development.

#### **1(c) demonstrate competence in the use of theories of individual and family development and transitions across the lifespan, theories of learning and personality development, and human**

**behavior including developmental crisis, exceptionality, addictive behavior, psychopathology, and environmental factors that affect both normal and abnormal behavior.**

Objectives listed in the syllabus for CNSL 625 specific to substandard 1(c):

1. Demonstrate knowledge, skills, and competencies of theories applicable to counseling and development,
2. Acquire theoretically based knowledge and skills in application of appropriate counseling intervention strategies to reduce the adverse impact of individual crisis and stress,
3. Develop skill in analyzing the efficacy of various counseling theories,
4. Provide practical experiences in administering appropriate therapeutic intervention strategies based on different theoretical orientations,
5. Demonstrate the ability to compare and contrast theoretical perspectives,
6. Become aware of the standards of professional ethics within the clinical context, and
7. Gain awareness of cultural issues related to theoretical constructs and possible cultural bias.

Objectives listed in the syllabus for CNSL 643 specific to substandard 1(c):

1. Demonstrate knowledge, skills, and dispositions applicable to the counseling of children and adolescents;
2. Acquire theoretically based knowledge in application of appropriate counseling interventions/strategies in working with issues experienced by children and adolescents;
3. Develop skills and techniques for effective interventions that arise from parent-adolescent conflicts;
4. Deliver practical experiences appropriate therapeutic intervention strategies with youth;
5. Gain knowledge of the standards of professional practice and ethics pertaining to minors;
6. Gain increased awareness of cultural/social issues related to practice with children and adolescents; and
7. Become aware of community based resources available to clients and how to effectively use resources in practice.

Objectives listed in the syllabus for CNSL 654 specific to substandard 1(c):

1. Conduct a crisis interview and assessment using active listening skills.
2. Facilitate a client's basic decision-making strategy.
3. Describe and understand major components of crisis intervention
4. Develop a basic idea of how to integrate theory into crisis counseling practice.
5. Demonstrate competency with issues of multicultural diversity
6. Demonstrate ethical practices in crisis counseling and intervention, and
7. Develop influencing skills associated with client goal setting and the implementation of action strategies designed to neutralize the crisis and stabilize the client.

Objectives listed in the syllabus for CNSL 660 specific to substandard 1(c):

1. Characterize the clinically observed pharmacological effects and therapeutic used of major classes of psychotherapeutic drugs
2. Describe the neuro-chemical processes in the brain
3. Become familiar with terminology used in the field.
4. Describe the important, common side effects associated with the major classes of psychoactive drugs.
5. Explore the Internet as a resource on psychopharmacology.

Objectives listed in the syllabus for PSYC 515 specific to substandard 1(c):

1. Enhance personal effectiveness by using active listening skills
2. Research findings in psychology that support personal and professional growth.
3. Develop an understanding of the dynamics of adjustment
4. Explore interpersonal relationships, marriage, social influence and self-esteem.
5. Demonstrate competence with issues of diversity
6. Recognize gender and sexuality, career, and aging cultural transitions.

**1(d) demonstrate knowledge of education philosophies, curriculum development, school organization, and management to facilitate student success in the areas of academic, career, and personal/social development.**

As evidenced in the required texts and supplemental resources, the comprehensive development counseling program model used as the foundation for this course is the ASCA model. The candidates, using the ASCA model and accompanying resources, develop a K-12 school counseling program framework using the components of the ASCA's model program. An example of a student work project was available as evidence.

Objectives listed in the syllabus for CNSL 610 specific to substandard 1(d):

1. Understand goals, objectives, and philosophical tenets of guidance and counseling and how to develop a comprehensive, integrated school curriculum.
2. Know and be able to conceptualize the functions of a school counseling and guidance program.
3. Develop awareness of resources to implement classroom guidance units and curriculum.

Objectives listed in the syllabus for CNSL 671 specific to substandard 1(d):

1. To form a professional view of career development that is theoretically sound;
2. To develop skills and a knowledge base to assist clients to make appropriate career decisions;
3. To demonstrate an awareness of the changing nature of work, the work place; and the work force;
4. To gain experiences interpreting and reporting test results so that counselors, clients, and other helping professionals may use the results to assist clients' career decisions and career development;
5. To become knowledgeable of ethics and professional standards for career counseling; and

6. To gain competency in the cultural and diversity (e.g., economic, gender, age) issues related to career counseling and development.

**1(e) demonstrate knowledge of the role of ethnic and cultural heritage, nationality, socio-economic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in school counseling, including Montana American Indians.**

Objectives listed in the syllabus for CNSL 643 specific to substandard 1(e):

1. Demonstrate knowledge, skills, and dispositions applicable to the counseling of children and adolescents;
2. Acquire theoretically based knowledge in application of appropriate counseling interventions/strategies in working with issues experienced by children and adolescents;
3. Develop skills and techniques for effective interventions that arise from parent-adolescent conflicts;
4. Deliver practical experiences appropriate therapeutic intervention strategies with youth;
5. Gain knowledge of the standards of professional practice and ethics pertaining to minors;
6. Gain increased awareness of cultural/social issues related to practice with children and adolescents.

Objectives listed in the syllabus for CNSL 652 specific to substandard 1(e):

1. To gain an understanding of the influence of critical variables in the counseling process, i.e., sex, race, ethnicity, socio-economic status, age, lifestyle;
2. To gain an understanding of the rights and protection of specific groups of individuals under the law;
3. To appreciate a wider perspective of the world, ourselves, and special groups by examining the theories of interaction of culture and personality;
4. To examine the source and accuracy of personal ethnocentric view and behaviors that impede effective cross-cultural communication.

Students will be introduced to the history of America's cultural groups, worldviews, cultural identity development models and social barriers to effective cross-cultural communications.

Objectives listed in the syllabus for CNSL 671 specific to substandard 1(e):

1. To demonstrate an awareness of the changing nature of work, the work place; and the work force;
2. To gain experiences interpreting and reporting test results so that counselors, clients, and other helping professionals may use the results to assist clients' career decisions and career development;
3. To gain competency in the cultural and diversity (e.g., economic, gender, age) issues related to career counseling and development.

Objectives listed in the syllabus for PSYC 515 specific to substandard 1(e):

1. Research findings in psychology that support personal and professional growth.
2. Develop an understanding of the dynamics of adjustment
3. Explore interpersonal relationships, marriage, social influence and self-esteem.
4. Demonstrate competence with issues of diversity
5. Recognize gender and sexuality, career, and aging cultural transitions

**1(f) demonstrate competence in the coordination of school counseling program components and understand how they are integrated within the school community with the efforts of other educators and agencies.**

Objectives listed in the syllabus for CNSL 610 specific to substandard 1(f):

1. Become familiar with historical and social perspectives of guidance and counseling in the elementary and secondary schools (K-12).
2. Understand goals, objectives, and philosophical tenets of guidance and counseling and how to develop a comprehensive, integrated school curriculum.
3. Become familiar with the nature and influence of family, community, society, and culture on children, families, and school, including, how these topics are acknowledged and addressed to enhance student development.
4. Know and be able to conceptualize the functions of a school counseling and guidance program.
5. Develop awareness of resources to implement classroom guidance units and curriculum.
6. Develop awareness of Montana school governance, funding, CBA.

In addition, the comprehensive development counseling program model used as the foundation for this course is the ASCA model. The students, using the ASCA model and accompanying resources, develop a K-12 school counseling program framework using the components of the ASCA's model program. An example of a student work project was available as evidence. Essential in the ASCA model developed by the students' model program projects are elements guiding the coordination of the school counseling program with the integration of the broader school community and essential stakeholders.

**1(g) demonstrate competence in elementary, middle, and high school counseling in:**

**(i) Planning, designing, implementing, and evaluating a comprehensive and developmental school counseling program.**

Objectives listed in the syllabus for CNSL 610 specific to substandard 1(g) (i):

1. Understand goals, objectives, and philosophical tenets of guidance and counseling and how to develop a comprehensive, integrated school curriculum.
2. Become familiar with the nature and influence of family, community, society, and culture on children, families, and school, including, how these topics are acknowledged and addressed to enhance student development.
3. Know and be able to conceptualize the functions of a school counseling and guidance program.
4. Develop awareness of resources to implement classroom guidance units and curriculum.

5. Develop awareness of Montana school governance, funding, CBA.

**(ii) Appraising and interpreting interviews, observations, and formal assessments (e.g., aptitude, interest, achievement, and personality tests);**

Objectives listed in the syllabus for CNSL 620 specific to substandard 1(g) (ii):

- 1 To apply basic knowledge of statistical concepts as related to appraisal procedures and data obtained through testing.
- 2 To acquire basic knowledge of the types of educational and psychological assessment, group testing, and the uses of computer-assisted testing.
- 3 To engage in practical experiences in administering a battery of tests, scoring, and interpreting findings appropriately including producing a useful and intelligible report based upon the testing data.
- 4 To gain experiences interpreting and reporting test results so that counselors, clients, and other helping professionals may use the results to assist client growth and development.
- 5 To become knowledgeable of ethics and professional standards for testing and understand how to protect clients' rights.

Objectives listed in the syllabus for CNSL 671 specific to substandard 1(g) (ii):

- 1 To develop skills and a knowledge base to assist clients to make appropriate career decisions;
- 2 To gain experiences interpreting and reporting test results so that counselors, clients, and other helping professionals may use the results to assist clients' career decisions and career development;
- 3 To become knowledgeable of ethics and professional standards for career counseling.

**(iii) Promoting student success using developmental approaches to assist all students and parents at points of educational transition (e.g., home to elementary school, elementary to middle to high school, high school to postsecondary education and career options);**

Objectives listed in the syllabus for CNSL 643 specific to substandard 1(g) (iii):

1. Demonstrate knowledge, skills, and dispositions applicable to the counseling of children and adolescents;
2. Acquire theoretically based knowledge in application of appropriate counseling interventions/strategies in working with issues experienced by children and adolescents;
3. Develop skills and techniques for effective interventions that arise from parent-adolescent conflicts;
4. Gain increased awareness of cultural/social issues related to practice with children and adolescents; and
5. Become aware of community based resources available to clients and how to effectively use resources in practice.

Objectives listed in the syllabus for CNSL 671 specific to substandard 1(g) (iii):

1. To understand the role of work in our lives and within society;
2. To form a professional view of career development that is theoretically sound;
3. To develop skills and a knowledge base to assist clients to make appropriate career decisions;
4. To become knowledgeable of ethics and professional standards for career counseling; and
5. To gain competency in the cultural and diversity (e.g., economic, gender, age) issues related to career counseling and development.

**(iv) Utilizing a variety of developmentally appropriate intervention strategies in individual, family, and group counseling;**Objectives listed in the syllabus for CNSL 610 specific to substandard 1(g) (iv):

- 1 Understand goals, objectives, and philosophical tenets of guidance and counseling and how to develop a comprehensive, integrated school curriculum.
- 2 Become familiar with the nature and influence of family, community, society, and culture on children, families, and school, including, how these topics are acknowledged and addressed to enhance student development.
- 3 Know and be able to conceptualize the functions of a school counseling and guidance program.
- 4 Develop awareness of resources to implement classroom guidance units and curriculum.

Objectives listed in the syllabus for CNSL 638 specific to substandard 1(g) (iv):

The overall goal of this course is to introduce prospective counselors to clinical practice, and to provide supervision for candidates as they develop their clinical skills. The phenomenon of generational poverty's impact, rural isolation on treatment is a focus. The Practicum Guide demonstrates the competencies required for candidates to know and be able to apply developmentally appropriate interventions.

Objectives listed in the syllabus for CNSL 643 specific to substandard 1(g) (iv):

1. Demonstrate knowledge, skills, and competencies of theories applicable to counseling and development,
2. Acquire theoretically based knowledge and skills in application of appropriate counseling intervention strategies to reduce the adverse impact of individual crisis and stress,
3. Develop skill in analyzing the efficacy of various counseling theories,
4. Provide practical experiences in administering appropriate therapeutic intervention strategies based on different theoretical orientations,
5. Demonstrate the ability to compare and contrast theoretical perspectives,
6. Become aware of the standards of professional ethics within the clinical context, and
7. Gain awareness of cultural issues related to theoretical constructs and possible cultural bias.

Objectives listed in the syllabus for CNSL 661 specific to substandard 1(g) (iv):

1. Examine the various types of groups and explore the progressive stages in the group process.
2. Articulate the role of the group facilitator/leader and examine the various roles assumed by the individual group members throughout the various stages of group,
3. Explore the therapeutic forces within the group and assess the effectiveness of the varied applied techniques within the group,
4. Attain experience assessing and interpreting the group experience and ensuring results so that client insight and awareness is enhanced,

**(v) Consulting with educators, family members, and other professionals regarding assessment and intervention to enhance the physical, academic, psychological, cognitive, and social development of all students.**

Objectives listed in the syllabus for CNSL 610 specific to substandard 1(g) (v):

1. Understand goals, objectives, and philosophical tenets of guidance and counseling and how to develop a comprehensive, integrated school curriculum.
2. Become familiar with the nature and influence of family, community, society, and culture on children, families, and school, including, how these topics are acknowledged and addressed to enhance student development.
3. Know and be able to conceptualize the functions of a school counseling and guidance program.
4. Develop awareness of resources to implement classroom guidance units and curriculum.
5. Develop awareness of Montana school governance, funding, CBA.

Objectives listed in the syllabus for CNSL 620 specific to substandard 1(g) (v):

1. To acquire basic knowledge of the types of educational and psychological assessment, group testing, and the uses of computer-assisted testing.
2. To engage in practical experiences in administering a battery of tests, scoring, and interpreting findings appropriately including producing a useful and intelligible report based upon the testing data.
3. To gain experiences interpreting and reporting test results so that counselors, clients, and other helping professionals may use the results to assist client growth and development.
4. To be aware of clinical, developmental, and environmental assessment and understand how to use test and non-test assessments as part of the overall treatment plan.
5. To become knowledgeable of ethics and professional standards for testing and understand how to protect clients' rights.
6. To gain competency in the cultural issues related to test use and aware of biases in testing.

Objectives listed in the syllabus for CNSL 643 specific to substandard 1(g) (v):

1. Demonstrate knowledge, skills, and dispositions applicable to the counseling of children and adolescents;
2. Acquire theoretically based knowledge in application of appropriate counseling interventions/strategies in working with issues experienced by children and adolescents;
3. Develop skills and techniques for effective interventions that arise from parent-adolescent conflicts;
4. Deliver practical experiences appropriate therapeutic intervention strategies with youth;
5. Gain knowledge of the standards of professional practice and ethics pertaining to minors;
6. Become aware of community based resources available to clients and how to effectively use resources in practice.

Objectives listed in the syllabus for CNSL 671 specific to substandard 1(g) (v):

1. To develop skills and a knowledge base to assist clients to make appropriate career decisions;
2. To gain experiences interpreting and reporting test results so that counselors, clients, and other helping professionals may use the results to assist clients' career decisions and career development;
3. To become knowledgeable of ethics and professional standards for career counseling; and
4. To gain competency in the cultural and diversity (e.g., economic, gender, age) issues related to career counseling and development.

Objectives listed in the syllabus for CNSL 660 specific to substandard 1(g) (v):

1. Characterize the clinically observed pharmacological effects and therapeutic used of major classes of psychotherapeutic drugs
2. Describe the neuro-chemical processes in the brain
3. become familiar with terminology used in the field.
4. Describe the important, common side effects associated with the major classes of psychoactive drugs.
5. Explore the Internet as a resource on psychopharmacology.

**(vi) Utilizing prevention and intervention programs that address issues such as drugs and alcohol, conflict/anger/violence management, eating disorders, child abuse and neglect, teenage pregnancy, family relations, childhood depression and suicide, school drop-outs, grief/separation/loss issues, and crisis management.**

Objectives listed in the syllabus for CNSL 643 specific to substandard 1(g) (vi):

1. Demonstrate knowledge, skills, and dispositions applicable to the counseling of children and adolescents;
2. Acquire theoretically based knowledge in application of appropriate counseling interventions/strategies in working with issues experienced by children and adolescents;
3. Develop skills and techniques for effective interventions that arise from parent-adolescent conflicts;

4. Deliver practical experiences appropriate therapeutic intervention strategies with youth;
5. Gain knowledge of the standards of professional practice and ethics pertaining to minors;
6. Gain increased awareness of cultural/social issues related to practice with children and adolescents;  
and
7. Become aware of community based resources available to clients and how to effectively use resources in practice.

Objectives listed in the syllabus for CNSL 660 specific to substandard 1(g) (vi):

1. Characterize the clinically observed pharmacological effects and therapeutic used of major classes of psychotherapeutic drugs
2. Describe the neuro-chemical processes in the brain
3. Become familiar with terminology used in the field.
4. Describe the important, common side effects associated with the major classes of psychoactive drugs.
5. Explore the Internet as a resource on psychopharmacology.

Objectives listed in the syllabus for CNSL 654 specific to substandard 1(g) (vi):

1. Conduct a crisis interview and assessment using active listening skills.
2. Facilitate a client's basic decision-making strategy.
3. Describe and understand major components of crisis intervention
4. Develop a basic idea of how to integrate theory into crisis counseling practice.
5. Demonstrate competency with issues of multicultural diversity
6. Demonstrate ethical practices in crisis counseling and intervention, and
7. Develop influencing skills associated with client goal setting and the implementation of action strategies designed to neutralize the crisis and stabilize the client.

**(vii) Managing, using, analyzing, and presenting educational research, performance, and evaluation data (e.g., standardized test scores, grades, retention, and placement);**

Objectives listed in the syllabus for EDUC 606 specific to substandard 1(g) (vii):

The goals and objectives of this course is to provide learners with the information and skills needed to be a critical consumer of research in the field of education, to engage the learners in dialogue concerning the same, and to engage the learners in the creation of a action research proposal which facilitates learners understanding of how to develop, interpret, conduct and evaluate educational research.

Objectives listed in the syllabus for EDUC 607 specific to substandard 1(g) (vii):

- 1 Understand the purpose of statistics.
- 2 Develop an understanding of significance and effect size and how they are connected.

- 3 Be able to construct graphs, including bar graphs, histograms, and polygons.
- 4 Define and compute each of the three basic measures of central tendency.
- 5 Understand the measures of variability and able to tell the difference between sets of scores with low versus high variability.
- 6 Describe, transform and understand the purposes of z-scores.
- 7 Determine the probability of an event.
- 8 Understand the logic of hypothesis testing.
- 9 Know when you must use the t statistic rather than a z score for hypothesis testing.
- 10 Perform an analysis of variance for the data from a single-factor, independent-measures experiment.
- 11 Understand the uses and limitations of correlation.
- 12 Recognize the experimental situations where chi-square tests are appropriate.
- 13 Develop the competencies to use a basic statistical software program.

Objectives listed in the syllabus for CNSL 620 specific to substandard 1(g) (vii):

1. To apply basic knowledge of statistical concepts as related to appraisal procedures and data obtained through testing.
2. To acquire basic knowledge of the types of educational and psychological assessment, group testing, and the uses of computer-assisted testing.
3. To engage in practical experiences in administering a battery of tests, scoring, and interpreting findings appropriately including producing a useful and intelligible report based upon the testing data.
4. To gain experiences interpreting and reporting test results so that counselors, clients, and other helping professionals may use the results to assist client growth and development.
5. To be aware of clinical, developmental, and environmental assessment and understand how to use test and non-test assessments as part of the overall treatment plan.
6. To become knowledgeable of ethics and professional standards for testing and understand how to protect clients' rights.
7. To gain competency in the cultural issues related to test use and aware of biases in testing.

**(viii) Acquiring new knowledge and skills, and refining existing skills through professional renewal (i.e., self-reflection, continuing education, and professional development);**

Course requirements in all program courses provide candidates multiple opportunities/experiences for self-reflective journals, and the development of professional resources. In addition, all candidates are required to become members of either the American Counseling Association or the American School Counseling Association and to obtain student liability insurance during CNSL 680 and CNSL 682 (internship).

**(ix) Acquiring knowledge of special education laws, rules and regulations and demonstrated competence in the knowledge of developmental and educational issues of exceptional students and their families;**

Objectives listed in the syllabus for CNSL 610 specific to substandard 1(g) (ix):

1. Become familiar with the nature and influence of family, community, society, and culture on children, families, and school, including, how these topics are acknowledged and addressed to enhance student development.
2. Develop awareness of Montana school governance, funding, CBA.

Objectives listed in the syllabus for CNSL 620 specific to substandard 1(g) (ix):

1. To examine the historical antecedents and theoretic framework that inform contemporary assessment practices.
2. To gain experiences interpreting and reporting test results so that counselors, clients, and other helping professionals may use the results to assist client growth and development.
3. To be aware of clinical, developmental, and environmental assessment and understand how to use test and non-test assessments as part of the overall treatment plan.
4. To become knowledgeable of ethics and professional standards for testing and understand how to protect clients' rights.
5. To gain competency in the cultural issues related to test use and aware of biases in testing.

Objectives listed in the syllabus for CNSL 643 specific to substandard 1(g) (ix):

1. Acquire theoretically based knowledge in application of appropriate counseling interventions/strategies in working with issues experienced by children and adolescents;
2. Deliver practical experiences appropriate therapeutic intervention strategies with youth;
3. Gain knowledge of the standards of professional practice and ethics pertaining to minors;
4. Gain increased awareness of cultural/social issues related to practice with children and adolescents; and
5. Become aware of community based resources available to clients and how to effectively use resources in practice.

**(h) demonstrate knowledge of, and apply laws (state and federal), policies, and legislation that affect student placement, follow-up and program planning, as well as the ethical issues related to the school counseling field, specifically the ethical standards of the American School Counselor Association (ASCA);**

Objectives listed in the syllabus for CNSL 610 specific to substandard 1(h):

1. Become familiar with historical and social perspectives of guidance and counseling in the elementary and secondary schools (K-12).
2. Become familiar with the nature and influence of family, community, society, and culture on children, families, and school, including, how these topics are acknowledged and addressed to enhance student development.
3. Develop awareness of resources to implement classroom guidance units and curriculum.
4. Develop awareness of Montana school governance, funding, CBA.

Objectives listed in the syllabus for CNSL 620 specific to substandard 1(h):

1. To acquire basic knowledge of the types of educational and psychological assessment, group testing, and the uses of computer-assisted testing.
2. To gain experiences interpreting and reporting test results so that counselors, clients, and other helping professionals may use the results to assist client growth and development.
3. To be aware of clinical, developmental, and environmental assessment and understand how to use test and non-test assessments as part of the overall treatment plan.
4. To become knowledgeable of ethics and professional standards for testing and understand how to protect clients' rights.
5. To gain competency in the cultural issues related to test use and aware of biases in testing.

**(i) Demonstrate knowledge of the ASCA national standards for student development (academic, career, and personal/social developmental domains) and demonstrate competence integrating the national standards throughout the school counseling program;**

Objectives listed in the syllabus for CNSL 610 specific to substandard 1(i):

1. Understand goals, objectives, and philosophical tenets of guidance and counseling and how to develop a comprehensive, integrated school curriculum.
2. Become familiar with the nature and influence of family, community, society, and culture on children, families, and school, including, how these topics are acknowledged and addressed to enhance student development.
3. Know and be able to conceptualize the functions of a school counseling and guidance program.
4. Develop awareness of resources to implement classroom guidance units and curriculum.

In addition, the texts and supplemental resources listed in the syllabus and required for the course are based upon the ASCA model.

Objectives listed in the syllabus for CNSL 671 specific to substandard 1(i):

To become knowledgeable of ethics and *professional standards* for career counseling.



**WORKING DRAFT FALL 2010**

Counselor Education/School Counseling (10.58.512) Program Gap Analyses Rubric – National Standards  
(H = High focus; M = Moderate focus; L = Low focus)

MSU Northern Counselor Education Curriculum	Montana Office of Public Instruction PEPPS						
	The Institution is Accredited	Foundations of School Counseling	Contextual Dimensions of School Counseling	Knowledge and Skill Requirements for School Counselors			Clinical Instruction
				Program Development, Implementation, and Evaluation	Counseling and Guidance	Consultation	
EDUC 606 Research Methods	H	M	M	M	L	L	L
EDUC 607 Educational Measurement & Statistics	H	L	M	M	L	L	L
PSYC 515 Psychology of Development & Adjustment	H	M	M	L	H	L	L
CNSL 610 K-12 Counseling Program Development and Administration	H	H	H	H	M	M	M
CNSL 620 Educational & Psychological Appraisal	H	M	M	H	M	H	M
CNSL 625 Theories of Counseling & Development	H	H	M	L	H	M	H
CNSL 635 Counseling Skills and Practice	H	H	M	L	H	H	H
CNSL 638 Counseling Practicum	H	M	H	M	H	M	H
CNSL 643 Child & Adolescent Counseling	H	M	M	L	M	M	M
CNSL 652 Multi-Cultural Counseling	H	H	H	M	H	M	M
CNSL 654 Crisis Intervention Counseling	H	M	H	M	M	M	M
CNSL 660 Counseling & Medications	H	L	M	L	M	H	M
CNSL 661 Group Dynamics & Counseling	H	M	H	M	M	L	M
CNSL 671 Career Information System	H	H	M	H	M	M	M
CNSL 680 Counseling	H	H	H	H	H	H	H

Internship <b>OR</b> CNSL 681 Counseling Internship- Community/Agency							
---	--	--	--	--	--	--	--

## Appendix E

### PEU Committee Meeting Minutes for Tuesday, February 2, 2010

## PEU Committee Meeting Minutes

Tuesday, February 2, 2010

3:15 P.M.

Cowan Hall 319

**Present:** Joe Callahan, Fred Smiley, Curtis Smeby, Janet Trethewey, Stacey Dolezal, Bob Johnke, Darlene Bricker, Randy Bachmeier, Steve Lockwood, Joel Soiseth, Jaakko Puisto, Charles Pollington, Will Rawn, Jan Brady, Jamie Underwood, Vaughn Rundquist, Brian Gilmartin, Vickie Clouse

**Absent:** Greg Kegel, John Foley, Forrest Towne, Steve Hesske, Jim Edwards, Krista Milligan, Autumn Elliot, Gregg Hester, John Snider, Brad Kolberg, Tom Welch, Darlene Sellers, Carol Reifschneider, Larry Strizich, Norton Pease, Vicki Hayes, Pam Wilson, Virgil Hawkinson, Bill Swartz, Sharon Caven

I. First Order of Business

1) Meeting Convened

Joe called the meeting to order at 3:17

II. Action Items

Janet made a motion to look at the proposals individually but approve them as a group. Jamie seconded the motion. Discussion was held.

BS Biology & Gen Sci

4XX Evolution is listed as 3XX on the Biology Program Sheet. Vicki gave a summary of the changes. CHEM is being collapsed from 3 lecture + 2 lab and will now show 5 all together.

Art Minor K-12

The Methods class we currently have only covers K-8. We need a class to cover 8-12. The new course should list K-12 on the Course Revision sheet. EDUC 310 will be replaced with a new class. EDUC 259 will be dropped from the Art Minor program only. It will be replaced with a course the meets Indian Education for All.

HPE

3 course revisions were discussed. HPE 300 and HPE 306 will add graduate level work for summer endorsement. HPE 376 is a course description update.

ENGL 328

This proposal will add graduate level coursework.

Sec Ed: English major & minor

ENGL 338 has already been approved.

No other proposals were presented. Question was called. The motion carried.

III. Review of OPI Team Report to MSUN

Errors & Omissions should be sent to Joe by February 12.

IV. Plan for addressing report and tentative timelines and responsibilities

The Dean/Unit Head will report the Plan in Progress to the Board of Education.

Fred and Darlene's duties are finished. Joe would like to ask everyone to continue working on the 6 Standard's. He will send a message to the chairs of each committee to see if they will voluntarily continue. He will also send a list of each committee's members. Each committee needs to respond to the report. Committee chairs are as follows:

Standard 1 – Darlene Bricker

Standard 2 – Curtis Smeby

Standard 3 – Pam Wilson

Standard 4 – Stacey Dolezal

Standard 5 – Janet Trethewey

Standard 6 – Carol Reifschneider

We can now move towards having both an initial and an advanced Conceptual Framework. Both CF committees should continue the work they started last year. Charles volunteered to continue with Assessment. Joe will confirm membership for all committees. A discussion was held concerning assessment for 2 CF's.

We need to respond to all areas that received Not Met or Met with Weakness. Joe will send out action plans. Each committee should send a plan to Joe by Mid-April.

There was a typo on the Cover Letter. Joe will bring it to Linda's attention.

V. Adjourn

Meeting adjourned at 4:00 p.m.

## Appendix F

# Updated Protocol for Advanced Programs' Assessment System

Updated Protocol for Advanced Programs' Standard 10.58.305

Revised Fall, 2010

Data collected in the advanced programs are derived from both internal and external sources.

<u>Internal</u>	<u>External</u>
<ul style="list-style-type: none"> <li>• Course grades and GPA</li> <li>• Supervisor and instructor evaluations</li> <li>• Portfolios at benchmarks</li> <li>• Course evaluations</li> <li>• Program faculty evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• Field evaluations by site supervisors</li> <li>• Graduate surveys</li> <li>• Employer surveys</li> <li>• Employment statistics</li> <li>• Licensure examinations</li> </ul>

In addition, candidates, faculty, and programs are engaged in self-assessment:

<i>Candidates</i>	<i>Faculty</i>	<i>Programs</i>
<ul style="list-style-type: none"> <li>• Courses</li> <li>• Learning, growth development</li> <li>• Accomplishments</li> <li>• Areas of strength</li> <li>• Areas for growth</li> <li>• Pre-professional development plans</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection on course evaluations</li> <li>• Faculty development and evaluation plans</li> <li>• Knowledge of content</li> <li>• Planning courses</li> <li>• Communication with candidates</li> </ul>	<ul style="list-style-type: none"> <li>• Alumni surveys</li> <li>• Graduate surveys</li> <li>• Employer surveys</li> <li>• Enrollment data</li> <li>• Summary Candidate performance data at benchmarks</li> </ul>

Assessment System for Advanced Program Candidates

<b>Assessment Points</b>	<b>Responsibility</b>	<b>Graduate Programs (M.S., M.Ed.)</b>
Admission to University	Registrar; Director of Admissions	BA/BS from an accredited institution
Formal entry into Program: (1) Full admission or (2)	Program Admission's Committee	Profile containing: a) Biographic essay b) Letter of application with professional goals c) Resume highlighting work with people and assumption

Conditional		<p>of responsibility</p> <ul style="list-style-type: none"> <li>d) Recommendations attesting to applicant’s suitability for graduate work</li> <li>e) Undergraduate cumulative GPA at 3.0</li> <li>f) Graduate admission examination (MAT or GRE)</li> <li>g) Full admission to Counselor Education required:             <ul style="list-style-type: none"> <li>i. completion of CNSL 625 and 635, minimum</li> <li>ii. background check</li> </ul> </li> </ul>
Entry into internship and advanced practicum (M.Ed.)	Program faculty committee	<p>Internship application containing:</p> <ul style="list-style-type: none"> <li>a) Resume</li> <li>b) Updated background check, if needed</li> <li>c) Advisor’s recommendations attesting to candidate’s ethically soundness and safe to practice</li> <li>d) Application for graduation</li> <li>e) All prerequisite courses completed plus at least 36 credit hours completed with a B or better</li> <li>f) Minimum GPA of 3.0</li> <li>g) Self-statement</li> <li>h) Acceptance contract from site administrators</li> </ul>
Program completion	Program committee; Registrar	<p>Exit requirements include:</p> <ul style="list-style-type: none"> <li>a. Recommendations from faculty-evaluation of exit interview/portfolio (M.S. &amp; M.Ed.) and research report (M.S.)</li> <li>b. Completion of all program requirements with a minimum GPA of 3.00</li> <li>c. No specialized courses below a B; only one “C” allowed</li> <li>d. Completion of all degree requirements</li> </ul>

**Graduate Programs Data Cycle**

Level	Responsibility	Sources for performance indicators	Benchmark
Program	Director of Graduate Program; Faculty committees; Registrar;	<ul style="list-style-type: none"> <li>a. Exit evaluations</li> <li>b. Cumulative GPA</li> <li>c. Graduate Surveys</li> <li>d. Employer Surveys</li> <li>e. Completers-graduation rates</li> <li>f. Retention rates</li> </ul>	<ul style="list-style-type: none"> <li>a. End of semester</li> <li>b. Completion of program</li> <li>c. 3-year cycle</li> <li>d. 3-year cycle</li> <li>e. 5-year average</li> <li>f. Annually</li> </ul>

	Career Services		
Course	Faculty	<ul style="list-style-type: none"> <li>a. Faculty evaluations</li> <li>b. Student performance on course requirements</li> <li>c. Evaluation from site supervisors and university supervisors (M.Ed.)</li> </ul>	<ul style="list-style-type: none"> <li>a. Annually</li> <li>b. Semester</li> <li>c. Internship semesters</li> </ul>
Candidate	Faculty	Program faculty's meeting on candidate performance memo (initiated fall, 2010)	Semester

### Graduate Program Data Management

The programs' data management system is housed in the Office of the Director of Graduate Program by administrative support staff. All candidate admission's files are managed in this office. Faculty evaluations by candidates are collected and stored in the Provost's office.

### Current status of Assessment System for Advanced Programs

Source documents for all data are available for entry into the data management system. However, the corruption of the system's files has interrupted the re-entry of data and entry of current data. Due to staff assignments, the data entry processes have been delayed. Nevertheless, due to the small numbers of candidates in the programs, faculty review the disaggregated individual candidate data together with the university generated aggregated data (program specific) to make programmatic decisions.