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<b>1</b>	<b>Centrality</b>
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How does the program support the mission, core themes, and vision of MSU-Northern

- 1 Advancement of MSUN's vision, mission, and core themes.  
How well does the program support this area?

The Elementary Education Program prepares candidates to be effective teachers in a dynamic profession impacting society. The Program provides candidates the knowledge and teaching skills necessary to work with diverse student populations. Candidates develop their professional identity through interaction with teaching professionals, abiding by a code of ethics, and joining professional organizations. Candidates learn to use self-reflection, to be open to self-challenge, and to use personal and professional dispositions necessary to work in a multicultural society.

The Elementary Education Program supports the mission of Montana State University Northern to serve a diverse student population by providing liberal arts and professional education programs ranging from certificates through Master's degrees. The university promotes a student-centered and culturally-enriched environments endorsing lifelong learning, personal growth and responsible citizenship. The university partners with a variety of community and external entities to enhance collaborative learning, provide applied research opportunities, stimulate economic development and expand student learning experiences.

The three core themes that MSU-Northern has identified and use as guides to help fulfill our mission directly correlate to the commitments in the new Conceptual Framework for initial programs in the Department of Education. The first core theme, Comprehensive Programs, directly connects our Commitment to Content. In order to fulfill our Commitment to Content, success of initial programs is measured by state-mandated tests and teacher licensure procedures. The second core theme, Student Success, connects to our Commitment of Diversity. In order to fulfill our Commitment to Diversity, success in this area is measured by the integration of Montana's Indian Education for All (IEFA), and the teaching of exceptionalities into every MSU-N teacher education course, active involvement of the Student Education Association (SEA) Organization on campus, and feedback from the National Survey of Student Engagement (NSSE). Finally, the third core theme, Inclusive Partnership, is connected to our Commitment of Pedagogy. In order to fulfill our Commitment to Pedagogy, success is measured by invitation and involvement of local-area guest speakers and cooperating teachers, as well as, candidates' participation in practicum and student teaching.

- 2 Necessity of program based on statute, government regulation or other internal or external mandates

We satisfy the question of the necessity of the program based on statute, government regulation or other internal or external mandates per the following:

OPI accreditation;

Montana Administrative rule, Title 10, Chapter 57 and 58

<http://www.mtrules.org/gateway/ruleno.asp?RN=10.58.304;>

OPI alignment to NCATE/CAPE standards;

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External mandates require that region have certified teachers;  
 Federal mandates NCLB requires Highly Qualified teachers;  
 Needed teachers in STEM, Common Core, youth build, Career Pathways;  
 Indiana Education NCLB <http://www.niea.org/data/files/policy/nieanclbpublication.pdf>;  
 Bakken Oil increase in student enrollment in Elementary Schools;  
 Special Education teachers remain in demand.

3 Number of other programs of the same or similar kinds in Montana or in the bordering states  
 This is for Major Programs only.

8 other universities in Montana offer this degree, including the three private institutions.  
 5 out of 6 reviewed universities in South Dakota offer Elem Ed.  
 7 out of 7 reviewed universities in Wyoming and North Dakota offer Elem. Ed.  
 3 out 4 of reviewed universities in Idaho offer Elementary Ed.

4 Potential impact on other MSUN programs

We have high enough enrollment to support Gen Ed, Industrial Tech Program, Arts and Sciences.  
 Department offers Education prefix courses that fulfill education requirements in the following areas:  
 Secondary Education  
 Industrial Tech  
 Science Broad Field  
 Social Sciences Broad Field  
 English  
 Mathematics  
 Heath and Physical Education  
 Endorsable Minors:  
 Reading Specialist  
 Art  
 English  
 Heath and Physical Education

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	<p>These courses also support other programs:</p> <p>EDU 201 Intro to Education- Undecided, general studies, undecided.</p> <p>EDU 370 Integrating Tech in Education - Optional for General Education - Diesel, Nursing, Automotive</p> <p>EDPY 350 -Nursing, Criminal Justice, Undecided</p>

**2 Productivity**

Productivity numbers are to be based on the 2010-2011 and 2011-2012 academic years combined or averaged as indicated in the section areas.

1	<p>Credit hours taught</p> <p>Total Past 2 years.</p> <p>Fall 2010- 1377</p> <p>Spring 2011 - 1232</p> <p>Fall 2012 - 1299</p> <p>Spring 2012 - 1172</p> <p>This includes all EDU/EDUC, EDPY, M130, and EDU370/CIS 320.</p> <p>This does not include PSYX 230, Online CD Courses offered with EDU/EDUC prefixes or any graduate courses.</p>
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2	<p>Degrees granted</p> <p>Average Past 2 years.</p> <p>2011: 22</p> <p>2012: 30</p> <p>The 5 year average for degrees granted in Elementary Education is 29</p> <p>2011 we granted 22 degrees</p> <p>2012 we granted 30 degrees</p>
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3	<p>Student retention</p> <p>Freshman fall to spring</p> <p>Freshman to Sophomore</p> <p>Looking at Past 2 years.</p> <p>*****This information was difficult to understand.</p> <p>This is the information that was taken from the reports provided.</p> <p>The elementary education department believes this data is incorrect. The education office could pull a list of more pre-education students then was provided by the register. Example: According to the Student Major Distribution (currently enrolled only) banner report there are currently 45 pre-elementary education students in Spring 2013.</p> <table border="0"> <tr> <td>Pre-education Students</td> <td>Retained Fall to Spring</td> <td>Retained 1 year</td> <td></td> </tr> <tr> <td>Retained 2 year</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2008 there were 11 identified students (18.18%)</td> <td>10 (91%)</td> <td>6 (55%)</td> <td>2</td> </tr> </table>	Pre-education Students	Retained Fall to Spring	Retained 1 year		Retained 2 year				2008 there were 11 identified students (18.18%)	10 (91%)	6 (55%)	2
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	<p>2011 there were 3 identified students -----</p> <p>In pre-education students move out of this area and into the program at their own individual levels. For example, transfer students may not be retained for two years before becoming fully admitted.</p>	3 (100%)	(1) 33%
4	<p>Time-to-degree Past 2 years.</p>		
5	<p>Number of Majors/Minors Calculated per Faculty FTE Average Past 2 years.</p> <p>67    58 Avg: 62.5 FFTE: ??</p> <p>Spring 2012 We have 45 pre-education majors and 58 Elementary Education majors for a total of 103 majors. We have four full time faculty in Elem Ed. However, these people teach more than just Elem Ed. students. We also teach students in the secondary education programs. Here are the FTE's for each full-time faculty for that smester Darlene Bricker: 7.87 Fred Smiley: 14.6 Stacey Dolezal: 8.4 Great Falls Faculty: 6.2 Adjunct Faculty: 52.05</p> <p>Spring of 2012 we had a total of 88.32 FTE</p> <p>This includes all EDU/EDUC, EDPY, and EDU370/CIS 320.</p> <p>This does not include PSYX 230,M 130, Online CD Courses offered with EDU/EDUC prefixes or any graduate courses.</p>		
6	<p>Number of enrollments SFTE per Faculty FTE for courses taught by faculty in the program. Past 2 years.</p> <p>x</p>		
7	<p>Credits taught by full time vs. part time instructors.</p> <p>All courses instructed in Elementary Ed are full time faculty with the inclusion of Adjuncts: F. Smiley, D. Bricker, S. Dolezal are full time faculty in Havre with Adunct support. In Great Falls, Linda Miller and Ingrid Graves have filled the single faculty postion with seven Adjunct, support faculty.</p> <p>DATA:</p>		
8	<p>Other factors influencing productivity</p> <p>The Elementary Education program provides a strong collaborative team across two campuses with an emphasis on content, diversity, and pedagogy. Together, the faculty, administrators, and staff have an accumulated K-12 experience of more than 125 years. This experience enables the team members to bring first-hand knowledge to lectures, discussions, and assignments within courses.</p>		

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	<p>Even though there is a need for additional faculty and administrative staff to reduce overload, to cover the over-extension of faculty as a result of various service requirements, and frequent faculty turn-over at the satellite campus, the department works to provide quality education for all of its students.</p> <p>The student-centered focus of the education program utilizes ongoing data collection, such as Praxis I and II testing, and external and internal surveys, to drive its decisions. This is a necessary factor in creating effective experiences that expand the content knowledge, theory, and pedagogy of pre-service teachers, including those who are considered “at-risk” because of low socio-economic status, ethnicity, or cultural differences.</p> <p>Working within limited budget requirements, the available infrastructure, and the rural geographic location of the university, the department strives to provide the latest educational technology and to bring external stakeholders into the classroom to contribute to student learning.</p>

<b>3</b>	<b>Demand - external</b>
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Present and future demand of the program.

1 Present and future demand for program output as measured by market demand for graduates, economic/scientific/social trends

Some resources:

[Montana Department of Labor Information](#)

[Bureau of Labor Statistics Occupational Outlook Handbook](#)

[Economic News Release for the Department of Labor](#)

Employment of kindergarten and elementary school teachers is expected to grow by 17 percent from 2010 to 2020, about as fast as the average for all occupations. Growth is expected because of both declines in student–teacher ratios and increases in enrollment. However, employment growth will vary by region.

Enrollment is expected to grow fastest in the South and West.

A significant number of older teachers is expected to reach retirement age from 2010 to 2020. Their retirement will create job openings for new teachers. (OOH)

9.9% job increase in Montana 2010-2020 (MT Dept of Labor)

[Table 10. The 30 occupations with the largest projected number of total job openings due to growth and replacements, 2010-20](#)

<http://www.bls.gov/news.release/ecopro.t10.htm>

2 Partnerships with external stakeholders

Current Articulation Agreements with Stone Child, Aaniiih Nakoda College, and Great Falls College MSU

Additional past Articulation Agreements: Medicine Hat, and Fort Belknap

Working relationships (transfer policies) with: Blackfeet Community College, Chief Dull Knife College, Salish Kootenai College

We partner with the following K-12 schools as stakeholders for practicum and student teaching:

Great Falls Public Schools;

Havre Public Schools;

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	<p>Private and Parochial Schools;</p> <p>Hi-Line schools</p> <p>We partner with the state and other universities for the APSC of Technology (a collaboration of Billings Bozeman Missoula and Northern).</p> <p>We collaborate with the following:</p> <p>CSPD</p> <p>MASS</p> <p>MNCESR</p> <p>Higher Ed Consortium (Special Education)</p> <p>Special Olympics</p> <p>Assessment TLLC Task Force for Teacher and Administrator Evaluation Model</p> <p>United Way Plant a Seed Read</p> <p>External reviewer for OPI accreditation</p> <p>National Board Certification Mentor</p> <p>ECIT- Early Childhood Investment Team of Havre</p> <p>NASDTEC</p>
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3 The uniqueness of the program

	<p>The Elementary Education program has the numbers to support the growth of the university. According to the Noel-Levitz report, we are one of the top four highest enrolled programs at Northern.</p> <p>Currently, we offer the elementary education program on the main campus in Havre and the satellite campus in Great Falls.</p> <p>Our university has the highest percentage of Native American enrollment in the State.</p> <p>In addition, we were the first to provide a course in Indian Education For All for our teacher.</p> <p>We are the northern most university in Montana, and because of our rural location we provide a collegial experience for those students who might not otherwise attend higher education.</p> <p>Supports rural education <a href="http://www.ed.gov/rural-education">http://www.ed.gov/rural-education</a></p> <p>In addition, a number of our candidates are first generation college attendees who thrive in a small, student centered environment. Students are encouraged to come to Northern because open enrollment opportunities. The education program works diligently to help our students make the transition from high school to college.</p>
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	<p>Furthermore, the education program attracts a number of non-traditional students that may be placed bound.</p> <p>The education department in Northern is the only MUS with Praxis I requirements for entrance into the program. This testing requirement allows us to remediate students that may need the extra help and create high quality educators that will be successful achieving licensure.</p> <p>We have high enough enrollment to support Gen Ed, Industrial Tech Program, Arts and Sciences.</p> <p><b>Unique Delivery</b></p> <p>Face to face, online, blended/hybrid</p> <p>Integrating Indian Education for All Across the Curriculum</p> <p>EDUC 334 Fundamental of Corrective</p>
4	<p>Project percentage of on-line vs. on-the-ground enrollments FTE</p> <p>What is the current percentage and what future opportunities may be available?</p> <p>x</p>
<b>4</b>	<b>Demand - internal</b>
	Utilization of the program courses by other areas and programs.
1	<p>Courses in the program that are in general education.</p> <p>EDU 370</p>
2	<p>Course offerings in the program required in other programs.</p> <p>Department offers Education prefix courses that fulfill education requirements in the following areas:</p> <p>Secondary Education</p> <p>Industrial Tech</p> <p>Science Broad Field</p> <p>Social Sciences Broad Field</p> <p>English</p> <p>Mathematics</p> <p>Heath and Physical Education</p> <p>Endorsable Minors:</p> <p>Reading Specialist</p> <p>Art</p> <p>English</p> <p>Heath and Physical Education</p>

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Area #	<p data-bbox="844 73 933 115"><b>Name</b></p> <p data-bbox="219 136 1266 178">The following courses are listed in programs in addition to elementary education:</p> <p data-bbox="219 210 893 241">EDU 380, EDU 383, EDU 340, EDU 452, EDU 495</p> <p data-bbox="219 273 1315 304">EDU 311, EDU 315, EDUC 321, EDUC 334, EDU 335, all secondary methods class,</p> <p data-bbox="219 336 1153 367">EDU 481, EDPY 425, EDUC 345, EDUC 355, EDUC 356, EDU 397CA</p> <p data-bbox="219 483 1096 514">EDU 201 Intro to Education- Undecided, general studies, undecided.</p> <p data-bbox="219 546 1526 619">EDU 370 EDU 370 Integrating Tech in Education - Optional for General Education - Diesel, Nursing, Automotive</p> <p data-bbox="219 651 860 682">EDPY 350 -Nursing, Criminal Justice, Undecided</p>
3	<p data-bbox="219 724 901 840">Enrollment demand for program courses Student FTE credits of majors in courses offered Student FTE credits of non-majors in courses offered</p> <p data-bbox="219 850 462 882">Data not available.</p>

<b>5</b>	<b>Quality</b>
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1	<p data-bbox="219 945 958 976">State, national and international reputation of the program</p> <p data-bbox="219 987 852 1060">Commendation from OPI for Elem El. Programs. OPI Accreditation</p> <p data-bbox="219 1092 860 1123">We would like to apply for National Accreditation.</p>
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2	<p data-bbox="219 1176 470 1207">Faculty recognition</p> <p data-bbox="219 1218 747 1365">Fred- editorships Association of Teacher Educators (ATE) The Rural Educator NEA - Thought and Action</p> <p data-bbox="219 1396 1234 1438">Darlene- published <i>Differentiated Instruction in a Teacher Education Program</i></p> <p data-bbox="219 1470 763 1501">Darlene- Havre Public School board chair</p> <p data-bbox="219 1533 803 1575">Collaborate with CSPD (Stacey and Darlene)</p> <p data-bbox="219 1680 470 1753">MASS (Fred) MNCSR (Stacey)</p> <p data-bbox="219 1848 771 1890">Higher Ed Consortium (Special Education)</p> <p data-bbox="219 1984 836 2026">Special Olympics (Vicki assistant area director)</p>
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	<p>Assessment TLLC Task Force for Teacher and Administrator Evaluation Model (Ginny)</p> <p>United Way Plant a Seed Read (Vicki and Ginny)</p> <p>External reviewer for OPI accreditation (Stacey and Darlene)</p> <p>National Board Certification T Mentor(Ginny)</p> <p>ECIT- Early Childhood Investment Team of Havre- Vicki</p> <p><b>Presentations-</b></p> <p>IEFA Best Practices, MEA Convention, CEC-autism, IRA, Distance Ed</p> <p><b>Grants-</b></p> <p>TWEMS, TTC, Indian Education Grants</p> <p>Golden N-Darlene and Stacey</p> <p>"Online Teaching Excellence Award" -Fred</p> <p>"Excellence in Teaching Award"- Fred</p>
3	<p>Student work experiences or other co-curricular learning experiences</p> <p>SEA Special Olympics Dinner and Dance</p> <p>Raise money for Polar Plunge for Special Olympics</p> <p>Teacher Appreciation</p> <p>Hands on History Earl Clack Museum</p> <p>Dr. Seuss Read</p> <p>Mix it up at Lunch Diversity Anti Bullying Program in public schools</p>
4	<p>Faculty achievements in teaching</p> <p>Refer to question 5.2</p>
5	<p>Success in establishing and meeting learning goals</p> <p>According to SLAP we have reached all currently set goals.  Employment rate of students- As of the academic year 2011, the student responses indicated 100% of our elementary education graduates were employed.  Praxis II passing rate 84% in Spring 2012</p>
6	<p>Other factors</p>

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	Professional development Training Maintaining certifications ...
	Faculty in elementary education:  Current teaching licences- Stacey, Vicki, Ginny, Fred, Darlene (through 2015, inactive)  STEM certified  Common Core training  Math Training  I-pad  School law  Differentiated Instruction  Title IX  CAI  Gifted and Talented  Special Education  Tools for Engagement

<b>6</b>	<b>Size</b>
1	<p>Critical mass of faculty, students, curricular offerings.</p> <p>The elementary education program has four full time faculty members with terminal degrees.</p> <p>Those faculty serve both the Havre and Great Falls campuses.</p> <p>Currently, there are a total of 65 elementary education candidates on both campuses.</p> <p>Those candidates also have the choice of pursuing five different teaching minors.</p>
2	<p>Outline personnel and/or facilities issues attached to quality, growth, and expansion.</p> <p>With four full time faculty serving both campuses, teaching 65 full time students, we respectfully suggest some expansion measures. One important next step in expansion is seeking national accreditation. An important facet in national accreditation is the number of class hours taught by full time faculty as opposed to adjunct. The balance between full time and adjunct personnel cannot be ignored, and is an important consideration in national accreditation.</p>

<b>7</b>	<b>Cost Effectiveness</b>
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Sec #	Section Name
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1	Faculty efficiency Individual faculty salary/ SFTE x
2	Investment in facilities and equipment Estimate of cost to Grow, Maintain, Integrate, Reduce program. The elementary education program should be grown because: <ul style="list-style-type: none"> <li>• Meets the needs of the Great Falls and Hi-line area (employment and census)</li> <li>• Demonstrates the shortage of qualified teachers in rural Montana (us census data, national trends, PEW)</li> <li>• Increases the number of Native American certified teachers (Native American Indigenous Studies Organization, National Center for Educational Statistics)</li> <li>• Fills in the number of soon to be retiring teachers (DOL report)</li> <li>• Contributes to the raising of the International Statistics on NAEP</li> <li>• Includes the teaching of Common Core Standards in the Reading Specialist minor</li> <li>• Affords the opportunity to expand in Lewistown and to Canadian students</li> <li>• Collaborates with other universities on Area of permissive special competencies in Gifted and Talented</li> <li>• Collaborates on a Special Education minor or master's <a href="http://www.cec.sped.org/am/template.cfm?section=Home">http://www.cec.sped.org/am/template.cfm?section=Home</a></li> <li>• Provides for growing population demand for Bakken Oil exploration <a href="http://www2.umt.edu/montanans12/The%20Bakken%20Boom.asp">http://www2.umt.edu/montanans12/The%20Bakken%20Boom.asp</a></li> <li>• Includes Troops to Teachers pay for tuition</li> </ul>
3	Investment in personnel Personnel costs to Grow, Maintain, Integrate, Reduce the program. Optimal growth requires the following: <ul style="list-style-type: none"> <li>• one full time faculty member (Havre)</li> <li>• two full time faculty members (Great Falls)</li> <li>• part-time administrative assistant (Great Falls)</li> <li>• part-time administrative assistant for assessment (Havre)</li> </ul>
4	Revenue generating activity Grants, donations, others... Stone Child Teaching Grants

## Faculty Recommendations

The elementary education faculty recommends **growing** this program because of the following reasons:

1. Our program supports all of the core themes;
2. Research indicates there is a continual need for high quality teachers;
3. The MSU-N Department of Education has an excellent placement rate for our graduates.

In order for our program to grow the following need to be in place:

1. Additional full time faculty (two in Great Falls, one in Havre)
2. Support personnel (Great Falls)
3. Advertising for the program
4. Assessment support on the main campus
5. Application for National Accreditation

## **Senate Recommendations**

Grow this Program! Good area for future growth and an increased demand for Elem. Ed instructors, good graduate numbers and has excellent faculty already on staff.

## **Academic Council Recommendation**

Grow

Academic Council recommends growing the Elementary Education program, however the structure of program delivery in Great Falls needs to be evaluated. The program should explore partnering with Great Falls College for joint appointments in Elementary Education. Potential offerings for Lewistown are recognized as possibility. The council also recommends the program seek CAEP accreditation.

## **Provost Recommendation**

Grow

Strategically grow—making sure the area is not flooded with unemployed elementary education teachers.

## **Faculty Comments**

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