

TO: Members of the Higher Education Committee

SUBMITTED BY: Mary Beth McNulty, Vermont DOE ROPA Consultant

ITEM FOR ACTION: College of St. Joseph Report of the Full Program Review Team, Rejoinder and 5-Year Plan

RECOMMENDED ACTION:

That the Vermont Standards Board for Professional Educators votes to accept the College of St. Joseph Report of the Full Program Review Team, Rejoinder and 5-Year Plan and grant approval to their programs.

MOTION:

I, _____, move that the VSBPE accept the College of St. Joseph Report of the Full Program Review Team, Rejoinder and 5-Year Plan and grant full approval to the following undergraduate, post-baccalaureate and graduate programs:

Elementary (K-6)
English (7-12)
Social Studies (7-12)

I also move that the VSBPE grant full approval to the following post-baccalaureate and graduate programs:

Special Education (Grade K-6, 7-age 21, and grade K-age 21)
Reading English Language Arts Specialist (PK-12)

I also move that the VSBPE grant full approval to the following graduate program:

School Counseling (preK-12)

Approval of these programs is contingent upon a favorable review of both a one-year and a two-year report addressing noted stipulations and areas indicated as “concerns” in the team’s report, documentation that all candidates are meeting the requirements of the Level I Licensure Portfolio, and continued compliance with state standards and any conditions specified by the VSBPE.

BACKGROUND INFORMATION:

The Vermont Standards Board for Professional Educators (VSBPE) authorized a Review Team to conduct an on-site review of the College of Saint Joseph (CSJ) educator preparation program. The on-site visit occurred on March 27-30, 2011. Members of the Review Team were: **Jill Cramer**, VSBPE Member, Special Education Teacher, JFK Elementary School; **Rachel Petraska**, School Counselor, Shelburne Community School; and **Elaine Razzano**, English Professor, Lyndon State College. A medical emergency prevented **Anne Harrison**, Elementary Education Professor, Elms College, from participating, so the team was chaired by **Nancy Reid**, faculty at Union Institute and University. Marilyn Richardson and Mary Beth McNulty from the Vermont Department of Education assisted the team.

STAFF AVAILABLE: Mary Beth McNulty, ROPA Education Consultant and Marilyn Richardson, Higher Education Liaison.

**Report of the Full Program Review Team
College of Saint Joseph
Rutland, Vermont
March 27-30, 2011**

The Vermont Standards Board for Professional Educators (VSBPE) authorized a Review Team to conduct an on-site review of the College of Saint Joseph (CSJ) educator preparation program. The on-site visit occurred on March 27-30, 2011. Members of the Review Team were: **Jill Cramer**, VSBPE Member, Special Education Teacher, JFK Elementary School; **Rachel Petraska**, School Counselor, Shelburne Community School; and **Elaine Razzano**, English Professor, Lyndon State College. A medical emergency prevented **Anne Harrison**, Elementary Education Professor, Elms College, from participating, so the team was chaired by **Nancy Reid**, faculty at Union Institute and University. Marilyn Richardson and Mary Beth McNulty from the Vermont Department of Education assisted the team.

The ROPA Review Team wishes to thank the College of Saint Joseph education programs for the generous hospitality extended to us during our time. The team appreciated the incredible warmth, enthusiasm, and attention-to-detail the program showed. Of particular note was the high quality of reflection across the education programs. The team found the College exceeded standard in its efforts to develop reflective practitioners who plan for professional growth.

The evidence room was well-organized and conducive to the team's work, and the visit schedule formulated by the College allowed the team multiple opportunities to gather the information necessary to complete a comprehensive review. The Team reviewed the College of Saint Joseph's Institutional Portfolio, candidates' paper and electronic portfolios, and electronic and hard copies of documents supplied by the program in the evidence room. The team gathered additional information from phone and in-person interviews with faculty members and administrators, K-12 mentor teachers, K-12 principals, and current and former program candidates.

After analyzing these findings, the team makes the following recommendations to the Vermont Standards Board for Professional Educators:

Program	Delivery Model	Approval Recommendation	Stipulation
Elementary (K-6)	Undergraduate Post-baccalaureate Graduate	Full	Document in a two-year report the viability of the undergraduate elementary program.
English (7-12)	Undergraduate Post-baccalaureate Graduate	Full	
Social Studies (7-12)	Undergraduate Post-baccalaureate Graduate	Full	
<i>Mathematics</i>			<i>St. Joseph's has withdrawn this program.</i>

Program	Delivery Model	Approval Recommendation	Stipulation
<i>Early Childhood (birth through grade 3)</i>			<i>St. Joseph's has withdrawn this program.</i>
School Counseling (preK-12)	Graduate	Full	
Special Education (Grade K-6, 7-age 21, and grade K-age 21)	Post-baccalaureate Graduate	Full	<i>St. Joseph's has withdrawn the undergraduate program.</i>
Reading English Language Arts Specialist (PK-12)	Post-baccalaureate Graduate	Full	

ROPA Program Approval Standards Summary

Standard	Title	Rating
I	Opportunities for Standards-based Preparation	Meets Standard
II	Collaboration with Pre-K-12 Schools	Approaching Standard
III	System of Assessment	Meets Standard
IV	Candidate Knowledge, Skills and Dispositions	Meets Standard
V	Commitment to Diversity	Approaching Standard
VI	Resources	Meets Standard
VII	Institutional and Program Renewal	Meets Standard

In the following report, the programs were reviewed in relation to the most recent Vermont endorsements with their relevant competencies and instructional levels. The findings are presented by individual program, by division, or holistically, as is most appropriate. Any direct quotes from interviewees are included to better illustrate the team's findings in general and should not be read as representing a single data point.

REPORT OF THE PROGRAM REVIEW TEAM

Summary – ROPA Standards.....	2
Standard I: Opportunities for Standards-Based Preparation.....	4
Standard II: Collaboration with preK-12 Schools.....	16
Standard III: System of Assessment.....	24
Standard IV: Candidate Knowledge, Skills and Disposition.....	29
Standard V: Commitment to Diversity.....	32
Standard VI: Resources.....	39
Standard VII: Institution and Program Renewal.....	44

STANDARD I: Standards-Based Preparation

Programs provide candidates with coherent and purposeful instructional experiences. Programs assure that candidates acquire content-rich general knowledge and the knowledge, skills, dispositions, and pedagogy of their content area(s) as reflected in *Five Standards for Vermont Educators: A Vision for Schooling*, the *16 Principles for Vermont Educators*, the *Vermont Framework of Standards and Learning Opportunities*, the *Grade Expectations*, and the endorsement requirements.

Overall Rating: Meets Standard

	Indicator	Findings	Rating
1.01	<p>Programs assure that candidates acquire content-rich general knowledge in the liberal arts and sciences, receive rich content across the disciplines, and complete a liberal arts major that will complement knowledge in their endorsement area(s).</p>	<ul style="list-style-type: none"> • CSJ’s general education program provides candidates with broad knowledge in the liberal arts and sciences. Required core courses also allow candidates to study effective interpersonal communication and public speaking skills, mathematical reasoning, critical thinking, and perspectives on global issues. • Candidates’ majors in the arts and sciences enable them to develop in-depth knowledge in a specific area. <p>Undergraduate Program:</p> <p><i>Elementary</i></p> <ul style="list-style-type: none"> • The teacher program was restructured in the spring of 2010 and includes course work in the four major discipline areas that comprise the multidisciplinary major: Social Science: (18 credits) English: (9 credits) Mathematics: (9 credits) Science: (12 credits) Additional Core Courses: (15 credits) • Enrollment has declined recently, the institution believes, because entering freshmen are not in a position to meet the GPA requirements or have success on the Praxis I exam. The College no longer admits candidates into the program who cannot demonstrate their academic preparedness. <p><i>Secondary</i></p> <ul style="list-style-type: none"> • Candidates complete a 45-credit <i>General Education Core</i> designed to provide a broad liberal arts background. • Candidates seeking social studies licensure complete a 36-credit history major. Candidates seeking English licensure complete a 36-credit English major. • The 55% pass rate on the writing section of Praxis I indicates that candidates need continued support in writing. 	MS

	Indicator	Findings	Rating
		<p>Post-Baccalaureate/ Graduate:</p> <ul style="list-style-type: none"> • The College conducts a review of entering elementary candidate’s undergraduate transcript for either an accepted liberal arts major or an interdisciplinary alternative. • Candidates must pass Praxis II exams assuring that elementary education candidates have competence in the four major elementary discipline areas prior to their student teaching experience. • Secondary candidates must submit documentation of the following: <ul style="list-style-type: none"> • An appropriate undergraduate degree with an overall GPA of at least 3.0 • An appropriate undergraduate major with a GPA of at least 3.0 • Completion of a liberal arts core curriculum roughly equivalent to that offered at CSJ • Passing scores for PRAXIS I and PRAXIS II • Secondary candidates who lack sufficient coursework to meet or exceed these requirements are instructed to complete additional coursework in order to be admitted into the program. <p>Counseling:</p> <ul style="list-style-type: none"> • Candidates’ success on Praxis I indicates their general knowledge competency. • All candidates who have graduated from the College of St. Joseph who enter into the school counseling program have completed a general education core of 45 undergraduate credits, many students have more. • Applicants who lack sufficient coursework to meet or exceed admission requirements are encouraged to complete additional coursework in order to be admitted to the program or they are not admitted. 	
1.02	<p>Programs assure that candidates develop in-depth content and pedagogical knowledge in the endorsement area(s) sought, including the central concepts, the tools of inquiry, and the structures of the relevant discipline(s)</p>	<p>Undergraduate: Elementary</p> <ul style="list-style-type: none"> • As of fall 2011, undergraduate candidates complete a multidisciplinary major of 33 credit hours. The education faculty collaborates with the liberal arts and sciences division to assure alignment between the expected outcomes from the liberal arts and science courses and the requirements for the endorsement. • There is no evidence that candidates study the integration of the arts into curriculum. • While candidates complete coursework in reading, 	AS

Indicator	Findings	Rating
	<p>there is limited evidence of their work in writing instruction. That is, candidates are writing and supported in writing across the curriculum, but they are not receiving enough instruction on how to teach writing in the classroom.</p> <p><i>Social Studies</i></p> <ul style="list-style-type: none"> • Candidates complete a 36-credit history major that provides a broad background in U.S. and world history as well as an understanding of historical research. • Candidates also complete at least 12 credits of social studies distribution requirements to provide a background in the social sciences outside of history. • Candidates gain in-depth knowledge of the central concept, tools of inquiry and structures of history particularly in <i>HIS205 Historical Inquiry</i> and <i>HIS430 Seminar in History</i>. <p><i>English</i></p> <ul style="list-style-type: none"> • Candidates take two introductory English courses as part of the <i>General Education Core</i> and complete a 36-credit major that provides a broad background in American, British, and world literature (classic and contemporary), as well as writing and grammar. • Candidates gain in-depth knowledge of the central concept, tools of inquiry and structures of English particularly in <i>ENG340 Writing and Grammar</i> and <i>ENG430 Seminar in English</i>. <p>Post-Baccalaureate/ Graduate:</p> <p><i>Elementary</i></p> <ul style="list-style-type: none"> • This 36 credit program is grounded in the work of educational theorists such as John Dewey, Gardner, and others and has a focus on constructivist philosophy of discoveries, applications and transformations. • Courses include: <ul style="list-style-type: none"> GED500 Educational Research GED503 Curriculum Development GRE507 Children’s Literature & Language Arts GED509 Math Concepts & Methods GED510 Science in the Elementary School GED512 Developmental Reading GED527 Teaching Social Studies in the Elementary Classroom GSP503 Behavioral & Learning Characteristics of 	

Indicator	Findings	Rating
	<p style="text-align: center;">Children with Special Needs</p> <p style="text-align: center;">GED506 Fundamentals of Education GED520A Practicum in Elementary Education GED520 Student Teaching in Elementary Education</p> <p style="text-align: center;">Electives: 3 credits chosen from Word Study, Emergent Literacy, Content Reading, Diagnostic Reading, R/W Workshop, Co-teaching</p> <ul style="list-style-type: none"> • There is no evidence that candidates study the integration of the arts into curriculum. • While candidates' meeting of endorsement requirements is evident in interviews and in syllabi, course objectives are not clear and consistent. <p><i>Secondary English and Social Studies</i> Candidates must submit documentation of the following:</p> <ul style="list-style-type: none"> • An appropriate undergraduate degree with an overall GPA of at least 3.0 • An appropriate undergraduate major with a GPA of at least 3.0, including coursework that demonstrates a broad background in the endorsement sought • Successful completion of at least 3 credits geography, political science, economics, and anthropology or sociology (social studies only) • Passing scores for PRAXIS I and PRAXIS II <p><i>Special Education</i></p> <ul style="list-style-type: none"> • Candidates can either get an initial licensure in Special Education or add an endorsement. If seeking an initial license, no license is needed for entrance into the program. If the candidate is adding an endorsement, s/he will need to provide the license when applying. • Candidates complete 21/24 credits to meet the special education endorsement requirements. • Required courses include: <ul style="list-style-type: none"> GRE513 Reading Assessment, Analysis and Intervention GSP503 Behavioral and Learning Characteristics of Students with Special Needs GSP508 Special Education Law GSP505 Instruction and Curriculum in Special Education GSP506 Program Development and Management in Special Education GSP504 Special Education Assessment 	

Indicator	Findings	Rating
	<p>GSP520 A Practicum (K-7th) and/or GSP 520 B Practicum (7th-21</p> <p>GRE513 Reading Assessment , Analysis, & Intervention</p> <ul style="list-style-type: none"> • A course in transition for candidates studying secondary education (Grade 7-Age 21) and a course in methods for individuals with cognitive disabilities are being developed and were approved by the curriculum and policy committee in February 2011. The team notes that this is an excellent addition to the program. • There is strong evidence that the program implements current “best practice” including co-teaching, FBA, and RTI. • Candidates experience consultation and collaboration during their practicum, through role-play in classes, and as embedded in co-teaching. • The program does not provide candidates with an in-depth study on “low incidence” disabilities, instead candidates do “executive summaries.” • In interviews, candidates express confidence in: their role as special educator; formative and summative assessment; co-teaching; ability to work as collaborator/leader; knowledge of law & parent rights; working with families; knowledge of disability categories; and math. Interviews reveal that a small number of candidates felt there was not enough training on teaching reading and writing of IEP's. <p><i>Reading English Language Arts Specialist:</i></p> <ul style="list-style-type: none"> • Candidates complete a 21/24 credit program designed to provide candidates who already hold initial licensure the coursework and the practicum required to meet Vermont’s Reading English Language Arts Specialist. • Courses include: <ul style="list-style-type: none"> GRE512 Developmental Reading GRE507 Children’ s Literature GRE 511 Emergent Literacy GRE 513 Reading Assessment, Analysis & Intervention GRE514 Reading in the Content Areas GRE516 Reading and Writing Workshop GRE518 Word Study GRE517 Reading Clinic-Practicum • GRE514 will be revised to address reading at the 	

	Indicator	Findings	Rating
		<p>middle school and high school level.</p> <ul style="list-style-type: none"> • Interviews indicate that candidates feel well-prepared in comprehension, phonological awareness, fluency, word study, language development, assessment, consultation & collaboration, and intervention. Candidates report being “excited” about co-teaching. • Candidates gain most of their pedagogical knowledge through the practicum and observations. • There is strong evidence that the curriculum is thorough and broad-based. There is limited evidence, however, that candidates have training on non-verbal communication. <p><i>Counseling</i></p> <ul style="list-style-type: none"> • Candidates complete a 3 year, 63 credit training program that is developmentally based and sequenced. • Candidates develop a plan of study prior to their 1st semester to assure an appropriate sequence and that candidates have the necessary context to be successful in each course. The study plan may be revised to adapt to the candidate’s progress through the program. • Candidates complete foundational courses dealing with such issues as ethics, fundamentals of education, philosophy, and issues of diversity are taken in the beginning stages of graduate study • Content courses in areas such as human development, research methods, counseling theory, school law, and educational psychology are completed early to midway through the program. • The College has identified its meeting of most endorsement standards as either in the development or application stage. • GED 506: Fundamentals in Education focuses on VT Standards, 5 Standards, and 16 Principals. • GPS 528: Organization and Administration of a School Counseling Program focuses on the field in its entirety 	
1.03	Programs assure that candidates learn how preK-12 children develop, how they differ in their approaches to learning, and how to	<p>Undergraduate</p> <p><i>Elementary:</i></p> <ul style="list-style-type: none"> • Candidates are required to take a course in developmental psychology. In addition, the candidates take a 2-course sequence in special education. Field experiences provide opportunities to see theory reflected in practice. 	MS

	Indicator	Findings	Rating
	<p>create equitable learning experiences that are responsive to all students' intellectual, social, physical and emotional development.</p>	<ul style="list-style-type: none"> • It is not clear that undergraduate candidates complete a course dedicated to growth and development or child psychology. <p><i>Social Studies & English</i></p> <ul style="list-style-type: none"> • Candidates learn how children develop in <i>PSY102 Introduction to Psychology</i> and <i>PSY331 Issues in Adolescence</i>. • Candidates have the opportunity to learn how children differ in their approaches to learning and how to create equitable learning experiences that are responsive to students' intellectual, social, and emotional development in each of their secondary education courses prior to student teaching (including field experiences), as well as in <i>SEE420 Student Teaching in the Secondary School</i> <p>Post Baccalaureate and Graduate</p> <ul style="list-style-type: none"> • Candidates in graduate programs leading to initial licensure and/or endorsement and post-baccalaureate endorsements in special education and Reading English Language Arts Specialist have the opportunity to meet this indicator through a sequence of courses and practicum experiences focusing on evidence based practice: RTI, Co-Teaching, etc. <p><i>Social Studies & English</i></p> <ul style="list-style-type: none"> • Candidates learn how children develop in <i>PSY102 Introduction to Education</i> and <i>PSY331 Issues in Adolescence</i>. • Candidates' field experiences provide them with the opportunity to learn how children differ in their approaches to learning and how to create equitable learning experiences for them. <p><i>Special Education & Reading English Language Arts Specialist</i></p> <ul style="list-style-type: none"> • Both special education and reading specialist endorsements are very mindful of addressing student development at all levels of development and age. • Accommodation of students to make the learning environments equitable is well documented in curriculum and in the teaching episodes portfolio entry. Additionally, candidates' attention to learning styles are noted in the portfolio. • Interviews with students and staff reveal there is an awareness that candidates need specialized training 	

	Indicator	Findings	Rating
		<p>in working with ELL's. The ELL conference this summer is strong evidence of this work beginning.</p> <p>Counseling</p> <ul style="list-style-type: none"> • Candidates learn how preK-12 children develop and differ in the approaches to learning as well as how to provide equitable learning experiences that are responsive to candidate intellectual, social, physical, and emotional development through field experiences and courses such as: <i>GPS501 Developmental Psychology, GPS504 Abnormal Psychology, GPS518 Diversity and Professional Relationships, GED506 Fundamentals of Education, GED505, Educational Psychology, GPS502 Theories of Counseling, GPS528 Organization and Administration of a School Counseling Program, GPS519 Counseling Techniques, and GPS513 Career Counseling.</i> • In both Developmental Psychology and Abnormal Psychology, candidates receive an in-depth review of the developmental stages. • Interviews with candidates, graduates, and field faculty indicate that CSJ does a thorough job preparing candidates to understand human development. Interviews indicate, however, that there may be a need for another class that focuses specifically on the development of children and adolescence. Faculty indicate that such a class will be offered in the summer months. 	
1.04	<p>Programs assure that candidates demonstrate technological literacy and the ability to use technology in instruction within their endorsement area(s).</p>	<ul style="list-style-type: none"> • As part of the general education core all undergraduate candidates are required to test out of or complete a computer literacy course consisting of modules covering word processing, spreadsheets and data bases. Classroom applications, such as PowerPoint and Web Quests, are modeled in various courses and candidates are expected to make use of technology in the lessons and presentations they create • Post-baccalaureate and graduate candidates complete courses in computer classroom applications, the use of Smart Board, Web Quests, etc. In addition, all courses embed technology and candidates are required to apply relevant technology in their varied practicum experiences. • Faculty model and demonstrate strong general use of technology in their instruction (e.g. Smartboards). A good example of this is the graduate course, <i>GED500 Educational Research</i>, which includes a 	AS

	Indicator	Findings	Rating
		<p>collaborative action research between CSJ graduate students and graduate students from the Metropolitan University (UMCE) in Santiago, Chile. The candidates will collaborate in a research project utilizing shared resources and Skype.</p> <ul style="list-style-type: none"> • A review of on-site evidence and interviews indicate that special education and Reading English Language Arts Specialist candidates have weak knowledge of content specific technology. One candidate, for instance, was unfamiliar with the reading programs available through technology that she could use with students. A second student suggested he would like more experience with Smartboards and other classroom technology. • There is limited evidence that secondary faculty members have an awareness of available software that candidates should have an understanding of, including but not limited to, Inspiration. <p>Counseling:</p> <ul style="list-style-type: none"> • Candidates complete the three technology credits required of CSJ students who completed their bachelors at CSJ. • Candidates’ electronic portfolios demonstrate technological literacy. • Most courses require the use of technology for class presentations and/or examinations. These include: GPS 506, GPS506, GPS 504, and GPS 503. • Candidates examine topics specific to bullying and harassment in relation to schools and technology in GPS 505: Group Counseling and in GPS 502: Law and Education of Children. 	
1.05	<p>Programs assure that candidates learn how to plan curriculum, instruction and assessment activities and structure positive learning environments aligned with the <i>Five Standards for Vermont Educators: A Vision for Schooling, the 16 Principles for</i></p>	<p>All Levels Elementary</p> <ul style="list-style-type: none"> • Undergraduate candidates are introduced to the <i>Vermont’s Framework of Standards and Learning Opportunities, the Five Standards and the 16 Principles</i>, in the <i>EDU101 Introduction to Education</i> course. Students in initial licensure programs are required to take <i>GED506 Fundamentals of Education</i> to insure that they are introduced to <i>Vermont’s Framework of Standards and Learning Opportunities, the Five Standards and the 16 Principles</i> • Candidate coursework (reading, math and in special education, for example) have a component that requires lesson planning. While there is good 	MS

	Indicator	Findings	Rating
	<p><i>Vermont Educators, the Vermont Framework of Standards and Learning Opportunities, the Grade Expectations, and the endorsement requirements.</i></p>	<p>evidence of candidates working with the standards, there was no evidence that they understand or can implement Grade Level Expectations or the Common Core standards.</p> <p><i>Social Studies & English</i></p> <ul style="list-style-type: none"> • Candidates learn how to plan curriculum, and instruction and assessment activities in each of their required secondary education courses (including field experience), and particularly in <i>SEE301 Introduction to Special Education in the Secondary School, SEE401A Secondary Methodology and Technology – English or SEE401B Secondary Methodology and Technology – Social Studies, and SEE420 Student Teaching in the Secondary School.</i> • Candidates’ lesson plans include the Grade Expectations. Additionally interviews with candidates indicate that they can discuss assessment, and plan curriculum and instruction. <p><i>Special Education and Reading English Language Arts Specialist</i></p> <ul style="list-style-type: none"> • Candidate portfolios reveal a solid understanding of lesson planning, instruction, and assessment activities. <p><i>Counseling</i></p> <ul style="list-style-type: none"> • Interviews with both current students and graduates of the program as well as current field supervisors indicate that candidates learn developmental guidance curriculum, instruction, assessment activities and structure positive learning environments. Candidates also referenced this learning in GED 506, GPS 528, GED 505 as well as through the portfolio process 	
1.06	<p>Programs assure that candidates develop as reflective practitioners and plan for professional growth.</p>	<p>Undergraduate, Post-Baccalaureate, and Graduate Programs:</p> <ul style="list-style-type: none"> • Candidates are provided with the opportunity to reflect throughout each program through journals, reflective writing assignments, and in the portfolio. Additionally, reflection is an important component of candidates’ units and lessons. • When interviewed, candidates and graduates spoke of their planning for professional growth and shared that they consider themselves to be lifelong learners. • Reflection is fully implemented into the programs. 	MS

	Indicator	Findings	Rating
1.07	<p>Programs assure that candidates understand and maintain standards of professional conduct guided by legal and ethical principles.</p>	<ul style="list-style-type: none"> • The College’s ethos regarding ethical practice is clearly reflected in the education program. • The candidates are continuously monitored in order to assure that they exhibit the highest professional behavior. • All undergraduate students at CSJ are required to take the course <i>PHI301 Ethics for the Professional</i>. • Candidates are required to sign a copy of the <i>Code of Ethics for Vermont Educators</i> prior to field placements and to include the signed copy in their <i>Licensure Portfolio</i>. • Professional conduct is included as part of all courses. Legal and ethical principles are specifically addressed in Fundamentals of Education, Behavior and Learning Characteristics of Children with Special Needs, Law and the Education of Children, Special Education Law, and Contemporary Issues. • There is also evidence that the program has excused two student teachers from the program for unprofessional conduct. <p>Counseling:</p> <ul style="list-style-type: none"> • Since 2006, syllabi have included a policy statement on professional demeanor, developed by the division chairperson, which requires all faculty, staff, and candidates within the division to uphold appropriate standards of professional behavior including active listening skills, respect for divergent views, and sensitivity to the feelings of others. • Candidates have an introduction to law and ethical principles of practice in their first semester with <i>GPS500 Ethics and Foundations of Counseling</i>. • All candidates are required to join the <i>American School Counseling Association</i> which provides an opportunity to become informed regarding national issues and standards of practice, and to obtain professional liability and malpractice insurance prior to beginning their first field experience in the schools. 	MS

<p>Commendations</p>	<ol style="list-style-type: none"> 1. The program faculty members are deeply committed and responsive to their candidates’ needs and growth as professional educators. This personalization of the education program results in high-quality learning experiences for candidates. 2. The education programs have a strong commitment to preparing candidates to work effectively diverse learners including English Language Learners. 3. The program faculty members are deeply committed and responsive to their candidates’ needs and growth as professional educators. 4. The institution as a whole and the education programs in particular have a strong commitment to developing their candidates’ writing across the curriculum. 5. The special education program has strengthened its curricular offerings by creating a transition class and a cognitive disability class. 6. Reflective practice is modeled and reinforced throughout the three education programs, resulting in graduates with a strong commitment to continued professional growth.
<p>Concerns</p>	<ol style="list-style-type: none"> 1. There is limited evidence that candidates, with the exception of the secondary program, have the ability to integrate content-specific technology effectively into their teaching. 2. Elementary candidates are not assured knowledge of integrating the arts into their curriculum and how to support students’ development as writers.
<p>Considerations for Further Program Development</p>	<ul style="list-style-type: none"> •

STANDARD II: Collaboration with Pre-K-12 Schools

The program and its PreK-12 partners are committed to the improvement of teaching and learning for all candidates, cooperating practitioners, PreK-12 students, and college faculty. The program and its school partners design, implement, and evaluate field experiences to ensure that these are high-quality experiences capable of providing a candidate the opportunity to develop and demonstrate the knowledge, skills and dispositions as reflected in the *Five Standards for Vermont Educators: A Vision for Schooling*, the *16 Principles for Vermont Educators*, the *Vermont Framework of Standards and Learning Opportunities*, the *Grade Expectations*, and the endorsement requirements.

Overall Rating: Approaching Standard

	Indicator	Findings	Rating
2.01	Programs establish respectful, collaborative, and mutually beneficial relationships with schools, districts and other educational settings that provide field experiences for candidates.	<ul style="list-style-type: none"> • The College has established a long term, “symbiotic” relationship with area schools in Vermont and New York. • In order to maintain, enhance, and expand those relationships, the education division has a coordinator of educational licensure and field placements. • CSJ supervisors meet with cooperating and mentoring teachers to facilitate mutually beneficial outcomes at the start of all placements and to encourage communication throughout the placements. • Interviews and letters of support highlight CSJ’s deep commitment to the area, its schools, and youth. • While the school counseling program has established respectful and collaborative relationships with schools, this relationship is not mutually beneficial; the program and the schools do not consistently work together to enhance the existing school guidance programs. There is no clear vision for the support the program might best provide to schools in the area of school counseling. • The counseling program is primarily represented in the field by the director. There is limited evidence of other faculty members engaging with local schools as part of the College’s efforts to maintain the collaborative relationships that have existed over many years. 	AS
2.02	The programs and their school partners work collaboratively using a	<ul style="list-style-type: none"> • All placements for both graduate and undergraduate candidates are made through cooperation with various school districts in 	MS

	Indicator	Findings	Rating
	<p>systematic process to design, implement, and evaluate field experiences to ensure high-quality learning opportunities for candidates.</p>	<p>both Vermont and New York. The VSBPE’s approval of CSJ’s policy on placing candidates in NY was on file.</p> <ul style="list-style-type: none"> • Handbooks, placement contracts, and evaluation tools have evolved over the years through collaboration with school partners and assessment reviews. • In 2008 an Education Advisory Board was established and meets annually. This Board, made up of teachers, principals, special education coordinators, assistant superintendents and education alumni is charged with consulting and collaborating with members of CSJ’s Education Licensure Committee on topics related to the preparation of teachers, and to further enhance mutually beneficial relationships within the represented school districts. • The vast majority of the part-time faculty members in education are currently serving as teachers or administrators in local schools. This has resulted in a program that is well-aligned with local schools. • The College uses a number of forms to solicit feedback regarding field experiences. These include feedback on supervisors, field placements, an observation feedback letter, etc. • The counseling field experience agreement is quite comprehensive and covers the process and its evaluation. • While the student teaching experience is developed and evaluated systematically, the current evaluation forms for student teaching are not detailed enough to result in meaningful information that could drive programmatic improvement. 	
2.03	<p>Programs assure that candidates complete purposeful and developmentally sequenced field experiences where they learn to integrate content, pedagogical knowledge, and a full range of professional and</p>	<ul style="list-style-type: none"> • Field experiences are designed to incrementally increase the time candidates spend teaching and working with students. • It is the responsibility of the coordinator of educational licensure and field placements to ensure that candidates are placed at various grade levels and that they have an opportunity to work in a variety of school 	AS

	Indicator	Findings	Rating
	<p>general knowledge, in the context of the <i>Five Standards for Vermont Educators: A Vision for Schooling</i>, the <i>16 Principles for Vermont Educators</i>, the <i>Vermont Framework of Standards and Learning Opportunities</i>, the <i>Grade Expectations</i>, and the endorsement requirements.</p>	<p>settings.</p> <ul style="list-style-type: none"> • The College encourages faculty to accompany students whenever possible for early involvement placements which are arranged by the coordinator of educational licensure and field placements in collaboration with receiving schools. • Elementary candidates complete 60 hours of observations, many of which are connected to coursework, then a practicum (including small and whole group instruction) of 60 hours which is spread out through a semester, before student teaching. • English and social studies candidates complete at least 70 hours of field experience prior to student teaching in middle and high school classrooms. Pre-student teaching field experience requirements are a component of each education course required prior to student teaching. Finally, candidates complete a 12-credit student teaching experience that requires at least 15 continuous weeks of student teaching in middle or high school classrooms. • Candidates for special education incrementally increase time spent teaching, starting with observation until student teaching. • Graduate initial licensure candidates complete a practicum at one level and student teaching at another. <p><i>Counseling:</i></p> <ul style="list-style-type: none"> • Candidates report that their three semesters of field experiences provides them with the opportunity to truly experience the role of the school counselor • CSJ focuses on the endorsement performance standards and candidates also set their own goals and objectives for the field experience with their site supervisors. • The IP notes that candidates have “routinely been involved in classroom instruction at a variety of levels, participated in the 	

	Indicator	Findings	Rating
		<p>development and delivery of educational services for students covered under special education, Section 504, 264, and 157 plans, and have also provided individual and/or group counseling outside of the classrooms to students with a variety of educational needs and cultural characteristics.”</p> <ul style="list-style-type: none"> • While there is evidence that candidates are building on field experiences in a comprehensive way, they may not be getting the experience and supervision they need at the levels regulation requires. Candidates, for instance, may be placed in a preK-12 school but may not work with students across the grades. • While candidates are supervised by licensed counselors, the supervisors the College selects are not always performing the role of counselor in the school where the candidate is placed or working directly with the age level the candidate is meant to be getting experience with in the placement. 	
2.04	<p>Programs provide candidates with a variety of field experiences in classrooms that serve a diverse population of students.</p>	<ul style="list-style-type: none"> • The programs note that undergraduate field placements are tracked to ensure a variety of field experiences. When arranging for field placements, the coordinator of educational licensure and field placements works with the receiving school to ensure the classrooms utilized are as diverse as possible. • Demographic evidence provided to the team indicates that not all schools offer all aspects of diversity. That is, diversity might not exist in any one particular school and, though the attempt is made, the College is not successful in placing candidates in a variety of school settings to ensure experience with diversity. • The program has fewer field placement sites due to the budget cuts in New York which have resulted in these schools not taking student teachers. • Candidates who are only placed in NY do not experience a variety of placements. This is particularly of concern for candidates in the special education program who may not 	AS

	Indicator	Findings	Rating
		<p>have sufficient experience with an inclusive teaching model.</p> <ul style="list-style-type: none"> • The IP and the 5 year plan both note diversity of field experience as an area for needed growth. <p><i>Counseling:</i></p> <ul style="list-style-type: none"> • The counseling program does not purposefully place candidates in a variety of field placements, as the director of the program prefers candidates to “get to know” a school or district. This results in candidates developing in-depth knowledge of a particular town or community but not having a variety experiences (e.g. rural versus city school). In addition to this, the program does not intentionally place candidates in classrooms that serve a diverse population of students other than socio-economic. • The IP notes that “in most cases, the (counseling) candidate’s preferences have been accommodated within the same school district.” • While a number of cooperating schools have been identified by the program, many of these placements are not being utilized resulting in candidates not seeing a greater variety of school counseling programs. 	
2.05	<p>Programs provide candidates with a sequence of field experiences that represent the range of grade levels, content, and requirements of the endorsements sought.</p>	<ul style="list-style-type: none"> • Undergraduate elementary candidates are required to complete a minimum of sixty hours of field placements as defined by the individual courses the hours are attached to. Records of placements are kept and monitored to ensure that candidates cover the required grade levels. • Initial licensure graduate candidates are required to do their practicum at one level and their student teaching at another. Distinction is made as follows: <ul style="list-style-type: none"> • primary and upper elementary for a K-6 endorsement; • elementary, middle and high school for a K-12 endorsement, • middle and high school for a 7 – 12 endorsement; 	AS

	Indicator	Findings	Rating
		<ul style="list-style-type: none"> • elementary and middle for a K-8 endorsement; • middle and high school for a 7 – age 21 endorsement. <ul style="list-style-type: none"> • Special education candidates choose to specialize in either K-8 and/or 7-age 21. The practicum experience is then provided within that endorsement range. <p>Reading English Language Arts Specialist:</p> <ul style="list-style-type: none"> • Candidates must complete a practicum in a multi-age, multi-grade level clinical setting. • Candidates typically complete a practicum during a summer camp and thus are not assured experience in a range of grade levels. • Action research/case study and other coursework require direct access and work with students, but variety of grade levels is not required or assured. • While candidates are not required to observe in a grade level that is different than their own, the program is thoughtful in its efforts to expose candidates to multiple grade levels within the endorsement area they chose: K-8 or 7-12. <p>Counseling:</p> <ul style="list-style-type: none"> • Candidates complete a minimum of 60 hours at each level and at least 180 clock hours during the first 14 week semester. The candidate may then select a level that they would prefer to intern at in order to complete the remaining 600 hours (minimum) during the subsequent school year. • As the internship experiences are created by the candidates’ preference, not by the program, candidates get the letter of the law (e.g. experience at every level), but not necessarily the spirit of the endorsement requirement. In other words, while candidates may be in an appropriate school, they may not be getting experiences with the students at each level thus preventing them from fully meeting the endorsement standards. Team field observations and 	

	Indicator	Findings	Rating
		interviews support this.	
2.06	<p>Programs systematically recruit, select, and support field-based faculty who model effective practice and are committed to supervising and assessing candidates' performance with respect to the <i>Five Standards for Vermont Educators: A Vision for Schooling</i>, the <i>16 Principles for Vermont Educators</i>, the <i>Vermont Framework of Standards and Learning Opportunities</i>, the <i>Grade Expectations</i>, and the endorsement requirements.</p>	<ul style="list-style-type: none"> • Field-based faculty are typically selected in consultation with contacts at the receiving school and take into consideration the following: <ul style="list-style-type: none"> • Prior experience supervising college students • Licensure in appropriate endorsement area • Years of experience (as described in 2.02) • Willingness to meet with college-based personnel and allow time for scheduled meetings • Willingness to travel to the college for collaborative meetings and one or more seminars • Willingness to provide both verbal and written feedback to students • Past experience of college personnel working with particular field-based faculty • Prior assessments of students who have worked with particular field-based faculty • HQT status • Field-based faculty are asked to review College materials prior to meeting with the candidate and college-based faculty or supervisors. The College encourages “open” communication. <p>Counseling:</p> <ul style="list-style-type: none"> • The IP states, “Cooperating field site supervisors have been recruited and selected primarily through individual outreach efforts by the chairperson of the psychology and human services division.” • Candidates in school counseling may not be supervised by current practitioners working at the level of the field experience. One candidate, for instance, is being supervised by a director of special education, who is licensed in counseling, but is not a practicing counselor. It is unclear how she will be 	AS

	Indicator	Findings	Rating
		supervising the person in his counseling duties. <ul style="list-style-type: none"> • The IP notes and the team concur that the program needs to recruit new field supervisors. 	

Commendations	<ol style="list-style-type: none"> 1. CSJ faculty members have a strong presence in the area schools and are highly responsive to the needs of its field-based faculty. 2. The College has created an advisory committee of committed field-based educators to guide their work.
Concerns	<ol style="list-style-type: none"> 1. Not all candidates in the education and counseling program are assured of a variety of field settings. 2. Candidates are not intentionally placed in classrooms that serve a diverse population of students other than socio-economic. 3. The Reading English Language Arts Specialist program does not assure that candidates have experiences across the range of grade levels of the endorsement. 4. While counseling candidates are assigned appropriate school settings, they may not be getting experiences with the students across levels which may prevent them from fully meeting the endorsement standards. 5. Candidates in school counseling may not supervised by current practitioners working at the level of the field experience. 6. Special education candidates are not assured of an experience in an inclusive classroom (e.g. a candidate can complete all of his/her placements in New York). 7. The programs often provide student teachers with feedback informally resulting in a system that is not codified and may not drive programmatic improvement.
Considerations for Further Program Development	<ul style="list-style-type: none"> • The College’s placement system and procedures established with Rutland City Public Schools might serve as a model for all field placements.

STANDARD III: System of Assessment

The educator programs use a system of rigorous and varied measures to evaluate candidates' growth from admission through recommendation for licensure. The assessment system ensures that candidates recommended for licensure meet the standards of performance for beginning educators as reflected in *Five Standards for Vermont Educators: A Vision for Schooling*, the *16 Principles for Vermont Educators*, the *Vermont Framework of Standards and Learning Opportunities*, the *Grade Expectations*, and the endorsement requirements.

Overall Rating: Meets Standard

	Indicator	Findings	Rating
3.01	Programs establish and maintain performance criteria for entrance to the program, entrance to student teaching, and exit from the program.	<ul style="list-style-type: none"> • CSJ has identified clear “gates” for candidates to progress through in order to complete the program. These include drafts of portfolio entries. • Exit Criteria for all Initial Licensure Candidates have been established. The candidate must have: <ul style="list-style-type: none"> • achieved a grade of at least “B” (3.0) for student teaching • achieved an overall GPA of at least 3.0 • submitted passing scores for PRAXIS I or an alternative exam recognized by the Vermont Standards Board • submitted passing scores for PRAXIS II exam required for area of endorsement • submitted an initial licensure portfolio which meets or exceeds standards established by the Vermont Department of Education. • The counseling program has established a checklist used for admission and a well-defined chart of assessment from program entrance to graduation. • The interview required for admission into the special education and Reading English Language Arts Specialist program establishes a high “bar.” • Additionally, special education candidates who do not have a license must complete the master’s sequence versus candidates already in possession of a license who are eligible for the post-baccalaureate program. • Faculty use plans of study to track candidates’ progress through the program. 	MS

	Indicator	Findings	Rating
3.02	<p>Programs provide a system of continual assessment of candidates' knowledge, skills, dispositions, and performance as reflected in the <i>Five Standards for Vermont Educators: A Vision for Schooling</i>, the <i>16 Principles for Vermont Educators</i>, the <i>Vermont Framework of Standards and Learning Opportunities</i>, the <i>Grade Expectations</i>, and the endorsement requirements, and provide interim checks to ensure candidates receive timely and accurate feedback and appropriate advising.</p>	<ul style="list-style-type: none"> • The College has established a regular system of meeting between student teachers, supervisors, and cooperating teachers. • The program tracks candidates' performance on Praxis tests. • The education programs send status review letters to candidates and provide candidates with feedback forms from field experiences. • When candidates have been identified as struggling during their student teaching experience, the program drafts a contract for the candidate with a defined plan for improvement. • The program has recently adopted a Professional Attributes and Disposition Assessment (PADA) tool to further assess candidates. • Elementary candidates are provided with an excellent assessment during their practica by their cooperating teacher. • Counseling candidates complete a comprehensive exam that addresses the endorsement requirements. • There is no documentation of special education candidates' progress towards meeting the knowledge and performance standards as they move through the program. 	MS
3.03	<p>Programs provide a comprehensive system for the development and evaluation of the Level I Licensure Portfolio.</p>	<ul style="list-style-type: none"> • Each entry has two faculty readers. These readers are required to read entries that come into the education office for formal assessment and then collaborate on the score prior to the entry being returned to the student. Once the candidate achieves a "meets standard" on all six entries there is a final reader assigned to read the completed portfolio to assure the "student voice" is heard throughout and that all requirements have been met and documented. • There is no evidence that the College has established a system to assure inter-rater reliability and validity among its evaluators across programs. • The College provided data on the number of rewrites candidates had completed. It was difficult for the team, however, to determine 	AS

	Indicator	Findings	Rating
		<p>from this evidence when the program shifts from using the portfolio as a formative assessment to a summative, if at all. Clarity on this point is particularly important given the high number of rewrites reported for some candidates: one candidate had 34 rewrites another two had 17 and a third had 16.</p> <ul style="list-style-type: none"> • Candidates who fail to submit a portfolio which met standard by the conclusion of student teaching are given a three-week grace period in which to complete the portfolio, after which they are required to enroll in a portfolio workshop for up to one full semester. • The 5 year plan notes that the College intends to develop and implement a revised system of licensure portfolio assessment process. The team supports the program in this work. • The counseling guidelines provide a system for candidates and the faculty spends time reviewing this process from admittance to the program and continues to support students throughout. • The elementary program’s practice of connecting portfolio development to coursework allows for excellent guidance provided in the courses. 	
3.04	<p>Programs assure that candidates are knowledgeable about the program’s assessment system including its policies, instruments and uses, and that the system is administered in a manner that is fair and non-discriminatory.</p>	<ul style="list-style-type: none"> • While the Portfolio Guide clearly details the development of the portfolio for candidates, program handbooks on the portfolio are weaker. Syllabi and the catalogue, on the other hand, do clearly note the portfolio. • Assessment of the portfolio entries is based on individual professional interpretation of a limited number of primary reviewers (the two faculty members). It is not clear that the primary reviewers have established a system to assure inter-rater reliability. Specifically, faculty report that they discuss their independent assessments and scoring of portfolio entries and come to agreement. A third reader “skims” the entire portfolio holistically. Evaluators have yet to generate common constructs around the portfolio 	AS

	Indicator	Findings	Rating
		<p>rubric delineation (i.e. “limited”, “clear, “thorough”).</p> <ul style="list-style-type: none"> • The program has not devised a broad consensus view to improve reliability and validity of their assessments. • The secondary program uses letters to inform candidates of their progress toward fulfilling requirements for entering student teaching. These letters are sent the in fall and spring of their junior year and the fall of their senior year. 	
3.05	Institutions and programs use a formal system to collect information from educators they have recommended for licensure during the first five years of their practice for the purpose of assessing the quality of the preparation programs.	<ul style="list-style-type: none"> • The College currently conducts an undergraduate and graduate employment survey prior to graduation and in eighteen months following graduation. • The development office also collects data though an alumni questionnaire every three years. This questionnaire was recently revised to collect data on licensure, current position, satisfaction with educational experience, and employment data. 	MS
3.06	Institutions and programs use a formal system to collect information from the graduates’ employers during their first five years in the profession for the purpose of assessing the quality of the preparation programs.	<ul style="list-style-type: none"> • The education division created and distributed an employer assessment system in the fall of 2009. • The program also reports that an anonymous survey of graduates from secondary and other teacher licensure programs were sent to employers in each year from 2007 to 2009 and that no responses were received in 2007 and 2008 whereas several responses were received in 2009. • The counseling program reports that in the fall of 2010, all known employers of program alumni were mailed a survey. Contact was also made in some cases by phone, email, and in person to encourage responding to the survey. Alumni, as well as current and past field site supervisors, were also contacted and advised that the employer survey was being distributed and asked to support efforts to collect this information. • The counseling program reports a return rate of 36% completed surveys (n=5) was obtained from employers. Two additional employers who were relatively new to their 	MS

	Indicator	Findings	Rating
		<p>school returned blank surveys, indicating that they did not have sufficient information to complete the survey. A second mailing resulted in an additional three completed employer surveys being returned for a final return rate of 57% (completed surveys) and a total return rate of 71%.</p> <ul style="list-style-type: none"> • Programs all report collecting anecdotal evidence. 	

Commendations	<ol style="list-style-type: none"> 1. The program's plan to adopt a formal disposition rubric has great potential for providing candidates with timely and accurate feedback and appropriate advising as they progress through the program. 2. CSJ has established clear criteria for the education and counseling candidates' progression through the program. 3. The secondary program has created an extranet page that provides candidates with clear information on the program and resources to support their work.
Concerns	<ol style="list-style-type: none"> 1. The elementary, secondary, and counseling education programs have not clearly established a system to assure inter-rater reliability when evaluating candidate portfolios. 2. The programs have not clearly determined when evaluations of candidate portfolios move from being formative to summative assessments. 3. Program handbooks are unclear and may not provide candidates with sufficient information on program requirements. 4. Evaluation forms used throughout the program do not consistently reflect the rigor candidates actually experience. 5. There is no documentation of special education candidates' progress towards meeting the knowledge and performance standards as they move through the program.
Considerations for Further Program Development	<ul style="list-style-type: none"> • Consider creating one comprehensive handbook for the education program and a second for the counseling program to incorporate licensure, portfolio, field placement, and student teaching information for candidates. • Consider transitioning to an electronic survey form.

STANDARD IV: Demonstration of Candidate Knowledge, Skills and Dispositions

Candidates are knowledgeable in the content area(s) of their endorsements and have the pedagogical knowledge, skills, and dispositions required for beginning educators as reflected in *Five Standards for Vermont Educators: A Vision for Schooling*, the *16 Principles for Vermont Educators*, the *Vermont Framework of Standards and Learning Opportunities*, the *Grade Expectations*, and the endorsement requirements.

Overall Rating: Meets Standard

	Indicator	Findings	Rating
4.01	<p>Programs assure that all candidates demonstrate through the Level I Licensure Portfolio that they have met the standards of performance for beginning educators as reflected in the <i>Five Standards for Vermont Educators: A Vision for Schooling</i>, the <i>16 Principles for Vermont Educators</i>, the <i>Vermont Framework of Standards and Learning Opportunities</i>, the <i>Grade Expectations</i>, and the endorsement requirements.</p>	<p>Overall:</p> <ul style="list-style-type: none"> • The team was able to review portfolios in every area. • The program included failed portfolios and portfolios in development for review. • Candidates’ portfolios demonstrate a range of ability to analyze and reflect. • The program allows for multiple rewrites of each portfolio entry for a wide-variety of reasons. <p>Elementary:</p> <ul style="list-style-type: none"> • The team reviewed two strong elementary electronic portfolios and three partially completed portfolios. • The available portfolios included excellent reflection and connection to theory. <p>Secondary:</p> <ul style="list-style-type: none"> • Several rewrites are often required because of grammar and mechanics issues. • All passing portfolios met or exceeded standard except one, which, although it did meet the standard, would be considered a “low pass” according to an education faculty member. • Portfolios included high quality reflection. <p>Special Education:</p> <ul style="list-style-type: none"> • Candidates are making a high number of rewrites compared to other content areas. • The available portfolios demonstrate a broad range of candidates’ meeting of the endorsement requirements. One portfolio, for instance, offered strong evidence of skill as an educator including strong lesson plans 	MS

	Indicator	Findings	Rating
		<p>with appropriate accommodations and assessment, and great “record keeping.” A second portfolio, which had previously failed, demonstrated basic skills, at best. Here, the lesson plans had minimal information for accommodations and assessment and included little meaningful reflection.</p> <ul style="list-style-type: none"> • Portfolios do not document candidates’ meeting of the special education knowledge or performance standards. <p>Reading English Language Arts Specialist:</p> <ul style="list-style-type: none"> • The available portfolio nicely documented the candidate’s meeting of the endorsement requirements. It is difficult to further extrapolate candidate’s meeting of the endorsement criteria. <p>Counseling:</p> <ul style="list-style-type: none"> • The IP notes, and the team concurs, that further revision is needed to “refine the portfolio completion process.” • Counseling candidates successfully demonstrate comfort meeting the teaching requirements of the Level I Licensure Portfolio. 	
4.02	<p>Programs use the data gathered through the assessment system(s) to assure that candidates recommended for licensure are knowledgeable in the content areas of their endorsements and have the pedagogical knowledge, skills, and dispositions required for beginning educators as reflected in the <i>Five Standards for Vermont Educators: A Vision for Schooling</i>, the <i>16 Principles for Vermont Educators</i>, the <i>Vermont Framework of Standards and Learning Opportunities</i>, the <i>Grade</i></p>	<ul style="list-style-type: none"> • The program has not operationalized its data system. The data is being gathered and is beginning to be used to appropriately modify the program, however, in an informal manner. This work is clearly taking place but without formal documentation. The program has identified this as an area in need of improvement in its IP. • The program has not created a system for tracking programmatic changes that have been implemented. • The programs have not established a formal system of collecting data on their portfolio system. • The 2004 assessment of the undergraduate program resulted in the addition of classroom management and a writing and grammar courses. <i>ENG340 Writing and</i> 	AS

	Indicator	Findings	Rating
	<i>Expectations</i> , and the endorsement requirements.	<i>Grammar</i> “is now a requirement of the English major and, therefore, a requirement of all undergraduate candidates seeking secondary English licensure.”	

Commendations	<ol style="list-style-type: none"> 1. Portfolios include evidence that candidates have a strong ability to connect educational theories to their own practice in the classroom. 2. The secondary program has made programmatic changes based on findings from its assessment system. 3. Candidates across programs exhibit a strong ability to reflect in their portfolios. 4. The school counseling portfolio embraces the Level I Licensure Portfolio and integrates it fully into the program.
Concerns	<ol style="list-style-type: none"> 1. While the program collects data, a comprehensive system to manage and use the data is only in its beginning stages. 2. The portfolios for initial licensure in special education do not document candidates’ meeting of the endorsement requirements.
Considerations for Further Program Development	<ul style="list-style-type: none"> • Consider using Portfolio Entry 2 to further document special education candidates' progress towards mastery of special education endorsement competencies.

STANDARD V: Commitment to Diversity⁴

The institution provides candidates with opportunities to learn from faculty and students from diverse backgrounds in order for candidates to develop a greater appreciation for diversity on our world. The program assures that candidates have the knowledge, skills, and disposition to address issues of diversity in the context of teaching and learning.

Overall Rating: Approaching Standard

	Indicator	Findings	Rating
5.01	The institution and programs are committed to providing an environment where issues of diversity are explored and addressed.	<ul style="list-style-type: none"> • CSJ student are provided a “range of diverse programs in the area of student activities, academic divisions, and campus ministry” that affirm cultural and ethnic diversity. • All undergraduate candidates are required to take a course in the liberal arts that is designated “Global Awareness.” The required class PHIL 301, Ethics for the Professional, also addresses issues of diversity. • Education programs focus on English Language Learners and students with special needs regularly. • The institution has not yet identified diversity outcomes, i.e. what the institution and the education programs would like candidates to know (and how to apply knowledge) about diversity. The IP and faculty members do report that they are discussing ways to develop activities of “civic engagement, with a theme of global and cultural awareness for general education.” Additionally, under the dean’s leadership, the president’s council is currently “exploring a theme based learning/living community for residential students.” • The library Collection Development Policy notes that the library’s “primary focus is on fee based electronic resources.” This may result in a “dated” collection of materials, particularly in the area of children’s literature. Child and adolescent literature available to candidates is limited but does include titles such as <i>The Watsons Go to Birmingham</i>, Sharon Cheech’s <i>Two Moons</i>; the educational journal “Teaching 	AS

	Indicator	Findings	Rating
		<p>Tolerance,” etc.</p> <ul style="list-style-type: none"> • Interviews with faculty and staff indicate that there may be an issue related to campus climate. The College appears to be aware of this and is beginning to take steps to address concerns. It is not clear, however, how the institution addresses issues of bias campus-wide. <p>Counseling:</p> <ul style="list-style-type: none"> • The program expects candidates to engage in active self-reflection and demonstrate tolerance and appreciation for diverse views and individuals from diverse backgrounds. • Course syllabi clearly note the program’s commitment to diversity. Candidates are pushed to reflect on their own biases and values in courses. • Current candidates reported diversity and anti-bias issues (race, culture and GLBT) have been explored in Family Systems, Organization and Administration of a School Counseling Program. 	
5.02	The institution and programs recruit, admit, support, and retain students from diverse backgrounds.	<ul style="list-style-type: none"> • Interviews with administrators, faculty, and current and former students confirm that CSJ offers its students “higher education on a first name basis.” This attitude, combined with the student/faculty ratio of 9:1, allows the College to nurture students who might ordinarily be at-risk. • Adult learners comprise approximately fifty percent of the student body. Sixty-six percent of students are Vermont residents. Forty- percent are in graduate programs. • The College is very committed to controlling its expenses to sustain affordability and access for students. The NEASC report indicates that out of all regionally accredited colleges in the state, CSJ is consistently ranked the most affordable with a tuition rate that remains well below the national average. • The College has awarded financial aid to over ninety percent of its full-time students • For the fall of 2009, the on-campus population was 19% minority students, while 	MS

	Indicator	Findings	Rating
		<p>the total percentage of non-white students was 5%. For the fall of 2010, 29% of the residential students were non-white. This compares to a Vermont population of only 3.2% minorities, according to the last census.</p> <ul style="list-style-type: none"> • The program has identified a concern with the academic potential of its undergraduate students and with the number of transferring students: a rate of 45% over the past five years. The most recent graduation rate for undergraduate students is 48%.The graduation rates for 2009 graduate students was 70% with a retention rate of 76%. The IP indicates that the institution is taking ongoing and substantive steps to address the retention rate. • The College has expanded its geographical market to include more diverse populations. The program is also targeting Hispanic markets by hiring a recruitment counselor and by translating pamphlets into Spanish. • The STEPS program– Students Taking an Effective Path to Success – began in the fall of 2008 and serves Vermont youth who are transitioning out of foster care. CSJ has developed strategies to serve these students, many of whom come with the need for support in academics, counseling, life skills development, and year-round residential services. This is a high-risk group of students with about a 50% retention rate. • The College has created a Quality of Student Learning and Life Committee that tracks student engagement along with a Learning Center to provide students with academic support and tutoring. Finally the College has two counselors available for student mental health. 	
5.03	The institution and programs recruit, hire, support, and retain faculty from diverse backgrounds.	<ul style="list-style-type: none"> • The IP notes that the College recognizes that further effort is needed in order to bring greater gender and ethnic balance to the full-time faculty. Currently, the full-time faculty consists of eleven males and four females. • In the fall of 2007 and 2008, the full-time faculty consisted of 14 Caucasians and one 	MS

	Indicator	Findings	Rating
		<p>Hispanic. Currently there are 15 Caucasians and one Hispanic. The part-time faculty includes 51 Caucasians, and two African-Americans.</p> <ul style="list-style-type: none"> • Of all candidates recruited for full-time faculty positions over the over the past two years, approximately 33% were from diverse ethnic and cultural backgrounds. A search is currently under way for a full-time faculty position in biology. The IP notes that of the 34 applications received, about 30% are “from diverse backgrounds.” • Available positions are posted on the CSJ website, Chronicle of Higher Education and higher ed.com. When seeking part-time faculty, positions are advertised in the local papers. All advertisements are accompanied by practices regarding Title VI of the Civil Rights Act of 1964, Title IX of the Higher Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and Americans with Disabilities Act of 1990. 	
5.04	<p>Programs assure that candidates acquire knowledge of other cultures and communities, explore issues of diversity, and develop skills to apply this knowledge in their teaching and learning.</p>	<ul style="list-style-type: none"> • Courses in education and in the liberal arts and sciences often include components that address diversity including special education, poverty and English Language Learners. • While the College has established international connections with Chile, Spain, etc., there is no plan to assure that every student has experiences with cultural diversity. The College faculty and administrators note that a committee to address this topic is being formed. Interviews with adjunct faculty and College staff members did not provide evidence of a shared vision or understanding of issues related to diversity, current best practice, or relevant research. • The Team confirms that the College provides ample opportunity for candidates to acquire knowledge relevant to diversity and learning, but that programs do not currently assure that candidates gain this competency. There is no evidence, for instance, that candidates 	AS

	Indicator	Findings	Rating
		<p>are consistently applying skills in the area of cultural competency.</p> <ul style="list-style-type: none"> The program has identified this as an area for increased attention in its Five-Year Plan <p>Counseling:</p> <ul style="list-style-type: none"> The school counseling program provides candidates with numerous opportunities through coursework and course-related field requirements to acquire knowledge and explore issues related to diverse cultures and diversity, as well as an array of opportunities for candidates to expand and apply those skills and knowledge. 	
5.05	Programs assure that candidates understand conditions which may lead to discrimination and how to take proactive steps to address discrimination.	<ul style="list-style-type: none"> The student teaching seminar, practicum seminar and all courses reinforce the notion of global understanding. An element of respect and cultural understanding is a recurring theme in all education courses at CSJ. Programs have clearly mapped their coursework to the 16 principles including standard 10 which addresses issues of discrimination. The data the program has collected from students' self-assessment on the 16 principles, however, has not been aggregated across program areas making it difficult for the team and the institution to evaluate candidates' meeting of this requirement. Candidates have a variety of valuable experiences that provide them with the opportunity to work with students with differing needs. In addition, this is addressed in several courses on a surface level. There is limited evidence of a systematic and intentional approach to providing the teacher candidates with the skills to be able to take the steps needed to address discrimination and to meet this standard. Special Education candidates clearly possess knowledge related to discrimination of individuals with disabilities. 	AS
5.06	Programs assure that candidates create	<ul style="list-style-type: none"> The College emphasizes its commitment to educating "men and women of varied faiths 	MS

	Indicator	Findings	Rating
	educational climates that encourage respect for self and others, positive social action, and personal health and safety.	and backgrounds” in its mission statement. <ul style="list-style-type: none"> • The creation of positive education environments is embedded in the work across all programs and is clearly modeled by faculty. • Candidates’ courses and practicum experiences support candidates in developing skills that promote respect, tolerance, civility, citizenship, social justice equity and safety. • Special education portfolios feature an analysis of environment focusing on the development of positive class settings. • Lesson plans across programs provide evidence of an awareness of positive educational climates. • Field partners report that counseling candidates are “open minded.” Interviews with candidates and alumni also indicate that students feel safe and have respect for self and peers. 	

Commendations	<ol style="list-style-type: none"> 1. The College’s commitment to recruiting, admitting, supporting, and retaining candidates from diverse backgrounds, as evidenced in the STEP program and other targeted recruitment initiatives, is commendable and clearly supports sustained contact among CSJ students from different economic, social, and racial or ethnic backgrounds 2. The counseling program has made a substantive commitment to support its candidates’ development of skills related to cultural competency. 3. The teaching programs clearly support candidates’ development of the knowledge necessary to work with English Language Learners in their classrooms.
Concerns	<ol style="list-style-type: none"> 1. While candidates and the programs explore and address issues related to diversity, there is limited evidence of a systematic and intentional approach to providing every teacher candidate with the skills to be able to take the steps needed to address issues related to discrimination. 2. Teaching candidates are not assured knowledge of or the application of skills related to diversity beyond those applicable to socio-economic status, disability, and ELL.
Considerations for Further Program Development	<ul style="list-style-type: none"> • Consider developing diversity and cross-cultural competencies that can be integrated into coursework on curriculum and the school environment.

STANDARD VI: Resources

The institution provides its educator preparation programs with the funding, personnel, resources, and authority necessary to prepare quality educators as described in Vermont’s ROPA Standards.

Overall Rating: Meets Standard

	Indicator	Findings	Rating
6.01	The program is fully accredited by the New England Association of Schools and Colleges (NEASC) or equivalent.	<ul style="list-style-type: none"> The College received a renewal of accreditation from NEASC in 2005 and submitted the five year interim report September 2010. 	MS
6.02	The governance structure within the institution assures a clear route for programs to plan, deliver, maintain, and improve quality educator programs.	<ul style="list-style-type: none"> <i>The College Handbook</i> details a clear governance structure at the College. The elementary and special education programs have been revised significantly in the last year with the College’s support. The licensure committee consists of the chair of the education division, the chair of the psychology and human services division, the director of secondary education, the coordinator for licensure and field placements, education division faculty, and the academic dean. This committee meets monthly. The President of the College notes that the program’s small size allows them to be nimble and responsive to candidates’ needs. 	MS
6.03	The institution provides resources adequate to provide quality experiences that prepare candidates to meet the <i>Five Standards for Vermont Educators: A Vision for Schooling</i> , the <i>16 Principles for Vermont Educators</i> , the <i>Vermont Framework of Standards and Learning Opportunities</i> , the <i>Grade Expectations</i> , and the endorsement requirements.	<ul style="list-style-type: none"> The College currently employs 15 full-time faculty members: four in arts and sciences, three in business, one in criminal justice, three in education, and four in psychology and human services. Full-time faculty are supplemented by adjunct faculty who are typically practicing professionals. On average there are 51-53 adjunct faculty per semester. In its NEASC report, the College notes that its decline in enrollment in the last five years is something the College is monitoring carefully but feels it is “stabilizing.” Class sizes at the undergraduate and graduate level can range from two (in courses required for the completion of a degree program) to 25. The average class size at the graduate and undergraduate level is nine. 	AS

	Indicator	Findings	Rating
		<ul style="list-style-type: none"> • The IP notes that the College, like other institutions, struggles to maintain competitive salaries and benefits in light of financial constraints. In addition, The College notes that a number of full-time faculty are approaching retirement age; this may result in a challenge to the continuity of instruction. • Part-time faculty receive \$2200 per three credit course, though a proposal has been made to the Board of Trustees to increase this compensation. • Interviews with faculty and administrators indicate that the sustainability of education programs as a whole is a challenge for the institution. • The small size of the undergraduate elementary program is a concern of the College and the Review Team as it is difficult to run courses with only two to three candidates. Courses are already being combined with other classes or made into independent studies. 	
6.04	<p>The institution provides support and resources that assure collaboration among faculty from education, the liberal arts and sciences, and preK-12 schools to maintain high-quality educator programs at all levels.</p>	<ul style="list-style-type: none"> • The College does not schedule classes on Fridays in order to provide the opportunity for common meeting times for faculty meeting and committee meetings. This supports commuter students and also permits faculty opportunities to complete work with other faculty members and to collaborate with preK-12 schools. • As the majority of part-time faculty members are current teachers or administrators in local schools, opportunities for collaboration occur at the adjunct faculty meeting at the beginning of each semester. • The college has created a position for a field placement coordinator. • A professional advisory board for education was established in the 2008-2009 and is made up of local teachers and administrators. This Board reviews issues brought by the education faculty in education and the arts and sciences, and provides the programs with input as to the direction they believe the 	MS

	Indicator	Findings	Rating
		<p>College should be heading.</p> <ul style="list-style-type: none"> • The division chairs have three credits of released time for the administration of their divisions. The director of secondary education programs has three credits of released time during the academic year and receives a three credit load contract during the summer for the administration of the secondary education programs. The coordinator of licensure and field placements (formerly the director of student teaching) carries a six credit load of teaching and practicum (10/1)/student teacher supervision (5/1). • The College notes a plan for professional development in its Five-year plan. 	
6.05	<p>The institution’s resources and policies related to faculty workload reflect the value of active engagement in teaching, scholarship, service, and preK-12 collaboration.</p>	<ul style="list-style-type: none"> • The College is primarily a teaching institution but encourages its faculty to write and present in their discipline. During the past two years 83% of the full-time faculty have participated in some type of scholarly activity. • Full-time faculty are eligible for sabbatical leave every seven years. Faculty may also be provided release time to pursue research opportunities or private work related to their field. • The IP notes, and interviews confirm, that faculty perceive the workload and responsibilities to be demanding. This is particularly true for the division chairpersons of the education, and psychology and human services divisions who advise a large number of students (advisees for division chairpersons varies from eight to 54 with a mean value of 29, the mean number in 2005 was 46), work to maintain accreditation standards of ROPA and licensure requirements, and lead the programs of their divisions. • While full-time faculty teach four courses (12 credits) or the equivalent each semester, the average class size at the graduate and undergraduate level is nine. • The Dean monitors credit hours of faculty, 	AS

	Indicator	Findings	Rating
		<p>full and part-time to assure that at least fifty percent of all coursework is taught by full-time faculty members.</p> <ul style="list-style-type: none"> Faculty members are eligible for \$500 of professional funds annually but may accrue up to \$1500 over a three year period. This allocation for professional development funds is not congruent with other Vermont institutions who may offer \$1400 to \$2500 or more annually. 	
6.06	The institution provides resources to assure that technologies in instruction and for administration are current and accessible.	<ul style="list-style-type: none"> The College's investments in technology have resulted in classrooms that are equipped with Smart Boards and in wireless capability across campus. This allows faculty in education, the liberal arts and sciences and psychology to model using technology in instruction The IP and faculty members in interviews note that there is a need for more technology personnel. The current IT staff member provides technical assistance but not necessarily instructional support. The College's plan for technology does not note the specific needs of the education programs. 	AS
6.07	The institution provides the education programs with the resources needed to meet the ROPA standards and to implement the Five-Year Plan.	<ul style="list-style-type: none"> The education programs' work to address concerns of previous ROPA review teams serves as evidence that the program is providing the necessary resources to meet ROPA standards. The College supported the recent revision to the special education and elementary program by providing sufficient resources. 	MS

Commendations	<ol style="list-style-type: none"> The College committed the necessary resources to support the recent revisions to the elementary and special education programs. The licensure committee offers a strong governance structure that supports the education programs.
Concerns	<ol style="list-style-type: none"> The allocation of professional development funds may not be sufficient to support sustained professional development for education faculty members. While the College is committed to supporting its education programs, the ability of these programs to sustain their

Concerns	present high quality in the face of declining enrollment is unclear. 3. While technologies in instruction are current and accessible for faculty presently, faculty members do not clearly have the instructional support they need to support candidates in using technology in their content area.
Considerations for Further Program Development	<ul style="list-style-type: none">• Consider establishing a larger pool of professional funds that faculty can access through a grant process.

STANDARD VII: Institutional and Program Renewal

To evaluate its quality effectiveness in preparing knowledgeable and skilled beginning educators, the institutions and programs engage in ongoing self-assessment in relation to each of the ROPA standards. Programs use the data collected from the institutional and program assessment system to design and implement a Five-Year Plan for improvement that is consistent with the program's theme and has support across the institution.

Overall Rating: Meets Standard

	Indicator	Findings	Rating
7.01	The institution and programs have a comprehensive system for engaging in ongoing self-assessment in relation to each of the ROPA standards.	<ul style="list-style-type: none"> The level of detail and evidence included in the IP is commendable. The education programs have created a comprehensive document that reflects a strong self-study process. The College has established a system of program reviews and analysis of student learning outcomes within the divisions. This work results in actionable data for programs, faculty, and the College as a whole. 	MS
7.02	Institutions and programs demonstrate progress on the Five-Year Plan and concerns from the previous ROPA evaluation(s).	<ul style="list-style-type: none"> The education programs have documented compelling evidence of their progress towards addressing concerns from its last ROPA review. This includes concerns related to candidates' writing skills, field experiences, collaboration with the field, etc. The program appears to have partially met concerns related to technology, the progression of field experiences, selection of cooperating teachers, levels of field, diversity, and special education field experiences. (Further details related to these concerns can be found throughout this report document.) 	MS
7.03	Programs report and reflect on the findings from ROPA standards I-VI and other relevant data. They use data collected to design a Five-Year Plan for improvement that is consistent with the program's theme and has support across the institution.	<ul style="list-style-type: none"> There is clear evidence of reflecting and reporting on the findings from ROPA and using the information collected in the development of their Five-Year Plan. 	MS

Commendations	<ol style="list-style-type: none">1. The institution's commitment to assessment and program improvement has resulted in clear growth in areas such as writing across the curriculum.2. The IP was detailed, well-organized, and provided clear direction for the team's work.3. The institution as a whole and the education division in particular has established a clear system of assessment that creates a feedback loop for the College and its programs.
Concerns	<ol style="list-style-type: none">1. Concerns in the following areas remain: technology, diversity, counseling and special education field placements.
Considerations for Further Program Development	

June 10, 2011

Ms. Janet Steward, Chair of VSBPE
c/o Licensing & Professional Standards Office
Vermont Department of Education
120 State Street
Montpelier, VT 05620

Dear Ms. Steward:

Attached is the revised Five-Year Plan from the College of St. Joseph in Rutland Vermont. The revisions are highlighted in yellow. Please know that the faculty, staff, administrators and students are most appreciative of the work done by the Review Team. Their constructive feedback will not only assure that teacher and school counseling candidates are adequately prepared, but will assist us in enhancing the quality of the programs offered at the College of St. Joseph.

It is hoped that the revisions of the Five-Year Plan adequately reflect the areas of concern expressed by the Review Team; particularly the areas of diversity and field placements for school counseling and special education candidates.

The College is also pleased to have the opportunity to clarify and respond to some points made by the Review Team. The following comments are for your consideration as you determine the status of the programs offered at the College of St. Joseph.

Standard II

Recruitment of competent and HQT field based mentors/cooperating teachers in a variety of schools that also addresses the issues of diversity pose a challenge to any licensure program. This is not a new challenge by any means, but as the student populations in Vermont and New York continue to decline, schools and school districts are reducing the number of faculty. In some cases, schools are being closed. With the closing of schools, it frequently means that some staff and faculty are furloughed, choose an early retirement or are transferred to another school. This impacts the ability to recruit competent field-based mentors/cooperating teachers as their positions may be eliminated, changed or combined with another job function. Over the years, the College of St. Joseph has been fortunate to develop positive relationships with a number of schools. However, it is predicted that the ability of those schools to continue to serve as a host school will be impacted by the issues described above. The College of St. Joseph will need to develop a number of additional strategies to partner with schools and school districts/supervisory unions to recruit field based mentors and cooperating teachers. To assure special education licensure candidates experiences in inclusive settings, a model for assuring appropriate placements will need to be developed. As indicated in the Five-Year Plan, efforts will be made to develop a PDS partnership with Rutland School District.

Standard V

The College of St. Joseph is committed to preparing graduates for the 21st century. To that end, the Academic Advancement Committee, whose membership consists of a faculty member from every division as well as the librarian and registrar, have been investigating and developing a revision to the undergraduate General Education Core with a theme of Global Awareness. The committee is also looking to align the course objectives to the Common Core. This process began two years ago and is now at the proposal stage. Although there have been reports to the faculty of the work that is being done, the vision or outcome is only well known by the committee members. Diversity is at the heart of the revisions. With those revisions, course objectives and syllabi will better reflect a broad range of diversity topics. As a part of the revision of the General Education Core, there will be opportunities for the application of skills in the area of cultural competence. Teacher candidates at the undergraduate level will be better equipped to address diversity as a result of the General Education Core requirements. It is hoped that the revision will be completed for the 2012-2013 academic year.

The report addressed concerns about Library resources and indicated that there was a policy for electronic resources, which was inadequate. There is a *Collection Development Policy for Electronic Resources* as the College has made a strategic decision to expand electronic resources that include an extensive array of e- journals and e-books. For a small college, providing electronic data bases are more cost effective and provide the students and faculty of the College greater access to a larger number of resources. However, in addition to the electronic data bases, every division is given an annual budgeted capital funds allocation based on the number of students at the graduate and undergraduate level. It is the responsibility of the faculty in each division to assess their needs and submit requests to the librarian. Requests can include DVDs, testing material, books, etc.

Standard VI

The report indicated that the \$1500 allocated for faculty development over a three time period was insufficient and compared that figure with allocations from other colleges of \$1400-\$2500 annually. The College supports and encourages faculty to engage in scholarly activities. In addition to the \$1500, the Academic Dean's Office has an account line for faculty development activities. The Faculty Development Committee has also initiated activities for the full and part-time faculty. There is an opportunity for full-time faculty to take sabbaticals. A proposal has been made to develop a "President's Faculty Grant Award" whereby faculty could engage in a scholarly activity that exceeded the \$1500. It is hoped that the board members understand that the College of St. Joseph is a tuition driven institution of higher education. Decisions about the utilization of financial resources are dependent on the needs and availability of funds. In recent years, the undergraduate enrollment has not met enrollment goals, thus reducing the amount of financial resources available to provide additional support to the faculty.

In regards to the concerns about technology, the Technology Plan is developed by the Technology Task Force with a representative from every division and administrative unit. The technology needs are assessed and reviewed by subcommittees within the Task Force. As a result, everyone has the opportunity to present the needs of their division or the administrative unit. The Technology Task Force reviews the needs, places them in order of priority which are included in the Strategic Plan of the

College. An example of that process was the acquisition of additional scanners, smart boards and document cameras when the needs of the Education Division became a high priority. The acquisition of this technology resulted in improving the use of technology for all students. In turn, making St. Joseph Hall wireless for all students enhanced the learning for the teacher and school counselor licensure candidates. Resources are a key factor in the technology area. However the Technology Task Force has been very successful over the past three years in acquiring the technology that is identified as a high need. The College also acknowledges the need for instructional technology support. However, at the current time due to low enrollment, the College is unable to support the employment of an instructional support staff member even on a part-time basis.

The College of St. Joseph is appreciative of the work of the VSBPE, and the ROPA Review Team as well as the opportunity to respond to the report. We look forward to meeting with you June 23rd.

Sincerely,

Nancy J. Kline Ed.D.

cc: Dr. Frank Miglorie, President

Dr. Craig Knapp, Chair-Division of Psychology and Human Services

Dr. Michael Kesler, Incoming Chair-Division of Psychology and Human Services

Dr. Maria Bove, Chair-Education Division

Dr. David Balfour, Incoming Chair-Division of Arts and Sciences

**College of St. Joseph
5-Year Plan
2011-2015**

Standard	Improvement	Action Steps	Timeline	Personnel	Status	Evidence
Plans Not Related to Specific Standards	Assessment of new education courses offered in the summer of 2010.	Assessment.	2011-2015	Education Division, Licensure Committee.		Portfolios, Post-Grad Assessment.
I: Standards-Based Preparation	1.01 Implementation of Multidisciplinary Undergraduate Major for Elementary Education.	Catalog changes.	Fall 2010.	Education faculty, Curriculum and Policy Committee, Academic Dean, and College President.		Academic Catalog, Transcript Review Sheets, Plan of Study Form.
	Implementation of revised School Counseling curriculum.	Catalog changes.	2010-2011.	Human Services Faculty, Curriculum and Policy Committee, Academic Dean, College President.		Academic Catalog, Transcript Review Sheet, Plan of Study Form.

Standard	Improvement	Action Steps	Timeline	Personnel	Status	Evidence
	<p>1.02 Documentation and analysis of coursework to assure that standard is met.</p> <p>Elementary Education undergraduate candidates will demonstrate integration of arts into the curriculum in EDU 315 Curriculum and Instruction, EDU 419, Pre-Practicum and Seminar (6 cr.)</p>	<p>Develop coursework competencies for Undergraduate Graduate/IL Teacher Candidates and Endorsement candidates in Reading Specialist, Special Educator, Elementary Educator.</p> <p>Curricular mapping.</p> <p>Revise Curricular Maps and syllabi</p>	<p>Fall 2010.</p> <p>2010-2011.</p> <p>Fall 2011</p>	<p>Full-time and part-time faculty.</p> <p>Full-time and part-time faculty.</p> <p>Full-time and part-time faculty.</p>		<p>Curriculum Map, Syllabi, Portfolios.</p> <p>Curriculum Map.</p> <p>Curriculum map, syllabi and portfolios</p>

Standard	Improvement	Action Steps	Timeline	Personnel	Status	Evidence
	Initial Licensure in Elementary Education will demonstrate integration of Arts into the curriculum in GED503 Curriculum Development, GRE 507 Children Literature and Language Arts	Revise Curricular Maps and syllabi	Fall 2011	Full-time and part-time faculty.		Curriculum map, syllabi and portfolios
	Elementary Education program- (endorsement)will demonstrate the integration of Arts into the curriculum in GED503, Curriculum Development, GRE507 Children's Literature and Language Arts	Revise Curricular Maps and syllabi	Fall 2011	Full-time and part-time faculty.		Curriculum map, syllabi and portfolios

Standard	Improvement	Action Steps	Timeline	Personnel	Status	Evidence
	<p>Revise EDU312, GRE507 Children's Literature and Language Arts to include the teaching of reading writing in the elementary school</p> <p>Competencies in the areas of low incidence are integral to the newly developed course GSPXXX, Teaching Students with Cognitive Disabilities and coursework related field experience ans well as GSPXXX Transition Process for Secondary Students with Disabilities.</p>	<p>Has been approved for inclusion in the 2011-2012 catalog. Need to develop a syllabus. Develop Curricular Map</p> <p>Curricular Mapping and Syllabi</p>	<p>Fall 2011</p> <p>Fall 2011</p>	<p>Full-time and part-time faculty.</p> <p>Full-time and part-time faculty.</p>		<p>Curriculum map, syllabi and portfolios</p> <p>Curriculum map, syllabi and portfolios</p>

Standard	Improvement	Action Steps	Timeline	Personnel	Status	Evidence
	Assess the teaching of reading and the writing process of IEP'S aligning them to the newly adopted COMMON CORE	Curricular Mapping and Syllabi	Fall 2011	Full-time and part-time faculty.		Curriculum map, syllabi and portfolios
	Training for non-verbal communication will embedded in GRE511, Emergent Literacy and GRE513 Reading Assessment, Analysis and Intervention	Curricular Mapping and Syllabi	Fall 2011	Full-time and part-time faculty.		Curriculum map, syllabi and portfolios
	Review and revision of curriculum maps for School Counseling Program.	Curriculum mapping.	2010—2011.	Psychology/Human Services faculty.		Curriculum Map.

Standard	Improvement	Action Steps	Timeline	Personnel	Status	Evidence
	1.03					
	1.04 Continue to embed current technologies in education/school counseling courses.	Review and refine course syllabi. Development of undergraduate science and technology course in elementary education.	Fall 2010-Spring 2011. Fall 2010	Division Chairs, Academic Dean, Education and School Counseling faculty. Education Chair, Academic Dean, Curriculum Committee.		Electronic Portfolios, Syllabi, Videotapes from graduate coursework (i.e. co-teaching course). Course Syllabi, Minutes from Curriculum Committee.
	Faculty will investigate various content specific technology.	Submit requests for funding through the library allocation funds.	Spring 2012	Education and Liberal Arts faculty		College Technology Report

Standard	Improvement	Action Steps	Timeline	Personnel	Status	Evidence
	1.05 Addition of elementary curriculum and instruction course.	Develop course syllabus.	Fall 2010.			Curriculum Map, Syllabus.
	Lesson Plans developed by teacher and endorsement candidates will reflect the Common Core Standards	EDU101 Introduction to Education, EDU318 Curriculum and Instruction, EDU419 Pre-practicum and Inquiry Seminar, SEE401A & B Secondary Methodology and Technology, Fundamentals of Education, GED503 Curriculum and Development, GED506 GSE 518A (English) & B (Social Studies) Secondary Methodology and Technology	Fall 2012			Curriculum Map, Syllabus and initial licensure portfolio.
	1.06					
	1.07					

Standard	Improvement	Action Steps	Timeline	Personnel	Status	Evidence
II: Collaboration with preK-12 Schools	2.01 Revision, distribution, and analysis of surveys and other assessment data from field sites for Education and School Counseling Programs.	Develop surveys.	Fall 2010- Spring 2015.	Director of Student Teaching, Licensure Committee.		Surveys, Assessment data.
			Fall 2011	Director of Student Teaching, Licensure Committee.		Surveys, Assessment Data.
			Summer 2010- Spring 2015.	Psychology and Human Services Chair.		Surveys.
			Fall 2013.	Licensure Committee, Curriculum Committee, Director of Student Teaching, Advisory Board.		PDS Agreements, Minutes from Advisory Council Meetings.
	Development of PDS model for practica and student teaching in Education Division..	Implement second PDS.	Fall 2014	Licensure Committee, Curriculum Committee,	PDS Agreements, Minutes from Advisory	

Standard	Improvement	Action Steps	Timeline	Personnel	Status	Evidence
	Full and part-time faculty will provide college – based supervision to school counseling candidates	Develop a schedule for supervision.	Fall-2011-Spring 2015	Director of Student Teaching, Advisory Board. Division Chair for Psychology and Human Services.		Council Meetings. Clinical Site Reports
	2.02 Development and implementation of supervision model for pre-student teaching, student teaching and practicum.	Evaluate existing sites to assure compliance with regulations and the Vermont Standards Evaluate systemic models of other colleges. Develop model.	Fall 2010. Fall 2011. Fall 2012.	Licensure Committee, Director of Student Teaching, Academic Dean. Advisory Board. Licensure Committee, Director of Student Teaching, Academic Dean.		Data from a variety of sources, Cooperating Teacher Profile, School Profiles. Advisory Board Minutes. Handbooks, Minutes from Licensure Committee. Handbooks,

Standard	Improvement	Action Steps	Timeline	Personnel	Status	Evidence
	Increase electronic documentation of field experiences.	Implement model.	Fall 2013.	Licensure Committee, Director of Student Teaching, Academic Dean.		Licensure Committee Minutes. Handbooks, Minutes from Licensure Committee. Handbooks, Licensure Committee Minutes.
		Evaluate Model.	Fall 2014.	Licensure Committee, Academic Dean.		Licensure Committee Minutes. Licensure Committee Minutes.
		Increase video equipment available to students.	Spring 2011.	Division Chairs, Faculty.		Inventory of video equipment.
		Revise field experience requirements to include electronic documentation.	Fall 2011.	Division Chairs, Faculty.		Syllabi for courses with field experiences, Field Experience Videotapes.

Standard	Improvement	Action Steps	Timeline	Personnel	Status	Evidence
	<p>2.03 Annual review of curricular map for Education and School Counseling programs.</p> <p>A model for clinical supervisory evaluation and feed back (i.e. Charlotte Danielson's <i>Framework for Teachers</i> will be adopted or designed.</p> <p>Develop a system and process to place school counseling candidates whereby they have experiences across all grade levels with supervision of</p>	<p>Put on agenda for Licensure Committee and Faculty meetings.</p> <p>Models will be reviewed by the Licensure Committee for adoption</p> <p>Review all sites for field experiences for school counseling.</p> <p>Identify opportunities for broad grade level experiences.</p> <p>Identify/verify school</p>	<p>2011-2015</p> <p>Spring 2012</p> <p>Spring 2012-Fall 2012</p> <p>Spring 2012-Fall 2012</p> <p>Fall 2011-Fall 2012</p>	<p>Licensure Committee Full-time and part-time faculty.</p> <p>Coordinator of Educational Licensure and Field Experiences</p> <p>Psychology and Human Services Division Faculty with the assistance of the Coordinator of Licensure and School Placements</p>		<p>Licensure Committee Minutes and Revised Curricular Map.</p> <p>Licensure Committee Meeting Minutes and student files</p> <p>Field experience chart depicting schools, grade levels and names of school counselors who are functioning</p>

Standard	Improvement	Action Steps	Timeline	Personnel	Status	Evidence
	a licensed school counselor who is serving in the role of a school counselor.	based supervision is functioning in the role of a school counselor.				as such. Candidate logs
	2.04 Maintain data on school demographics to ensure diversity of field experiences in addition to socioeconomic.	Collect data.	2011-2015.	Director of Student Teaching.		Data Base.
	Teacher candidates placed in the state of New York will be also placed in the state of Vermont for practicum prior to students teaching to insure experiences in inclusive setting.	Collect data of placements	Spring 2012	Coordinator of Licensure and Field Experiences		Practicum and Student Teaching data
	School Counseling candidates will have field	Review all sites for field experiences for school counseling.	Spring 2012- Fall 2012	Psychology and Human Services Division Faculty		Field experience chart depicting,

Standard	Improvement	Action Steps	Timeline	Personnel	Status	Evidence
	placements in a variety of districts and with districts/grade levels representative of a diverse student population.	Identify opportunities for broad grade level experiences/and working with diverse populations.	Spring 2012-Fall 2012	with the assistance of the Coordinator of Licensure and School Placements		districts, schools, grade levels and the types of diversity that the building/district serves. Candidate logs
	2.05 School Counseling candidates will have field placements in a variety of districts and grade levels	Review all sites for field experiences for school counseling.	Spring 2012-Fall 2012	Psychology and Human Services Division Faculty with the assistance of the Coordinator of Licensure and School Placements		Field experience chart depicting, districts, schools, grade levels
	2.06 Reading candidates will demonstrate experiences across all grade levels with be supported in GRE514 Reading and writing in the Content Area and	Curricular Map and course syllabi	Fall 2012	Full-time and Full-time Reading Faculty		Reading Portfolio

Standard	Improvement	Action Steps	Timeline	Personnel	Status	Evidence
	GRE517 Reading Clinic/Practicum Recruit new field based school counseling supervisors.	Send letters to districts. Place ads.	Fall2011-spring 2015	Psychology and Human Services with assistance from the Coordinator for Licensure and Field Placements		Letters and ads with responses and follow-up.
III: System of Assessment	3.01 Implementation of new application form and review process for Licensure Programs.	Continuous monitoring of candidates for initial licensure and endorsements.	2011-2015.	Licensure Committee.		Handbook for initial and endorsement candidates, Applications.
	3.02 A newly developed portfolio system assures special education candidates will assure that special education competencies are met.	Revised Portfolio Guidelines	Fall 2011	Chairperson of the Education Division		Required portfolio meetings and the special education portfolio

Standard	Improvement	Action Steps	Timeline	Personnel	Status	Evidence
	3.03 Development and implementation of revised system of licensure portfolio assessment process.	Develop mentoring model.	2011-2015.	Licensure Committee.		Guidelines for mentoring and assessment.
	The College of St. Joseph will seek technical assistance from the state and through the Council of Higher Education to establish a better system to assure inter-rater reliability.	Seek technical assistance	Fall 2011	Licensure Committee		Meet criteria for inter-rater reliability
	Determine gates for transition from formative to summative evaluation.	Licensure Committee Meeting	Fall 2011			Handbooks and licensure meeting minutes
	Establish criteria to better determine the nature of a re-					

Standard	Improvement	Action Steps	Timeline	Personnel	Status	Evidence
	write.					
	3.04 Development of comprehensive student handbook for undergraduate teacher licensure programs and revision of student handbook for educator licensure programs.	Compile current material into comprehensive undergraduate handbooks. Review and revise graduate handbook.	Spring 2012 Spring 2012.	Coordinator of Licensure and Field Experiences Licensure Committee.		Handbooks. Handbook.
	3.05 Increase percentage of respondents-graduates/program completers.	Revise surveys. Collaborate with Career Development. Analyze data. Publicize data.	2011-2015	Director of Student Teaching, Director of Career Services, Licensure Committee.		Completed Surveys, Published Data.
	3.06 Increase percentage of respondents-employers.	Revise surveys. Collaborate with Career Development	2011-2015.	Director of Student Teaching, Director of Career Services, Psychology and		Completed Surveys. Returned Published Data

Standard	Improvement	Action Steps	Timeline	Personnel	Status	Evidence
		Analyze data. Publicize data.		Human Services Chair, Licensure Committee.		
IV: Demonstration of Candidate Knowledge, Skills and Dispositions	4.01 Documentation of sample portfolios that do not meet standards. Revision of the portfolio as pertains to the reading of the entries to assure special education candidates adequately address lessons plans and evidence the alignment of assessment data to implement effective instructional practices.	Copy entries that do not meet standards. Revision of the system of assessment of initial licensure special education portfolios.	2011-2015. Spring 2012	Licensure Committee. Licensure Committee.		Samples. Initial Licensure system of assessment guidelines for portfolio evaluation.
	4.02 A formal	Identify data that is needed as well a	Fall 2012 to	Coordinator of Licensure and		Data Collection System Chart

Standard	Improvement	Action Steps	Timeline	Personnel	Status	Evidence
	<p>evaluation system will be developed to collect, analyze, interpret and report data to make substantive changes to programs or processes.</p> <p>A system to track program progress as indicated in the five year plan will be initiated.</p>	<p>system to manage the data.</p> <p>Include review of progress on the agenda of licensure committee</p>	<p>fall 2014.</p> <p>Monthly meetings fall 2011-spring 2015</p>	<p>Field Placements and Licensure Committee</p> <p>Licensure Committee and Academic Dean</p>		<p>Summative data analysis</p> <p>Agenda and minutes and five year plan revisions over time</p>
V: Commitment to Diversity	5.01 Evaluation and development of education courses to include best practices to educate ELL students and other diverse populations.	Curricular mapping.	2011-2015	Licensure Committee, Curriculum Committee.		Curriculum Maps

Standard	Improvement	Action Steps	Timeline	Personnel	Status	Evidence
	Assessment of field sites to ensure they provide students with experiences with diverse populations.	Field and Student Teaching Handbook, Develop Competencies needed for interns in this area.	2011.	Licensure Committee, Director of Student Teaching.		Field and Student Teaching Handbook, Competencies.
	Invitation of education experts from diverse cultural groups as guest speakers.	Invite appropriate education experts in ELL area.	2011-2015.	Education Faculty.		Division Meeting Minutes.
	Expansion of Advisory Board membership to include professionals from diverse cultures and/or experts in ELL.	Invite members of diverse backgrounds.	2011-2015.	Advisory Board, Licensure Committee.		Licensure and Advisory Board Minutes, List of Advisory Board Members.
	Education Conference in 2011 will have theme of diversity: Evidence Best Practices for the Education of ELL students.	Invite professionals in ELL, organize conference.	Fall 2010-Spring 2011.	Education Division, Education Club, Licensure Committee.		Licensure and Division Minutes.

Standard	Improvement	Action Steps	Timeline	Personnel	Status	Evidence
		Conduct Conference.	Spring 2011.	Education Division, Education Club, Licensure Committee.		Conference Brochures, Conference Videotapes
	Revision of the undergraduate General Education Core with a theme of Global Awareness and integration of High Impact Practices in the identified courses and across each major.	Academic Advancement Committee develops a proposal that then proceed through the approval process.	Implemented in the Fall of 2012	Academic Advancement Committee		2012-2013 CSJ Catalog
	Implement a Freshman Experience that begins during freshman orientation	Pilot the program. Evaluate the program	Fall 2011 Spring 2012	General Education Faculty and Student Services Staff		Student surveys Faculty and staff rating surveys
	Using Division Library Allocation funds, the Education Division	Implement the program Education Division will identify the	Fall 2012 2011-2015	Education Division Faculty		CSJ 2012-2013 Catalog Library references and

Standard	Improvement	Action Steps	Timeline	Personnel	Status	Evidence
	will expand the children's literature collection.	proportion of monies will be committed to selecting books to expand the pre-K to 12 Children and Adolescent 's Literature Collection				purchase orders.
	5.02 Continuation and expansion of efforts to recruit, admit, support, and retain students from diverse backgrounds.	Translate Student Brochure into Spanish. Add to web site an option for viewing in Spanish.	??? ????	Director of Admissions, Admissions Personnel, Academic Dean. Director of Admissions, Admissions Personnel, Academic Dean.		Brochures. Web site.
	5.03 College support for the participation of faculty in parent groups, international conferences, and others in an effort	Dr. Maria Bove will present at the International Inclusion Conference in Mendoza, Argentina, the First Inclusion Congress in Guatemala City,	Summer 2010-Spring 2011.	Dr. Maria Bove.		Proceedings from Congresses.

Standard	Improvement	Action Steps	Timeline	Personnel	Status	Evidence
	to contribute to equal education for those members and students who have been traditionally discriminated against.	Guatemala, and the Regional Congress on Social Justice in Panama City, Panama, Support of Families of Deaf/Blind Children, Florida Deaf/Blind Project, and Puerto Rico Deaf/Blind Project				
	5.04 Development and implementation of new course, IED: Special Topics in International Education , which will provide students with the opportunity to investigate a specific topic related to diversity and international awareness through	Develop course and develop international education concept and model. Pilot course relating to European crusades and including travel to Spain. Assess course and plans for future	2011-2012. Spring 2012. 2012-2013.	Director of Secondary Education, Licensure Committee. Director of Secondary Education. Director of Secondary		Course Syllabus, Course Syllabus. Licensure

Standard	Improvement	Action Steps	Timeline	Personnel	Status	Evidence
	classroom experience and foreign study.	courses in International Education.		Education, Licensure Committee.		Committee Minutes, Student Course Assessments.
		Revise all course syllabi in teacher education.	2011.	Full and part-time faculty, Professional Advisory Board.		Revised Course Syllabi, Portfolio entries.
	Incorporation of ELL competencies into Education courses, field experiences and community services and experiences.	Gather demographic data from schools through School Profile Forms and Graduate Assessment Forms.	2011-2015.	Licensure Committee, Advisory Board, Director of Student Teaching.		School Profiles, Graduate Assessment Forms, Licensure Committee and Advisory Board Minutes.
	Fostering of student teaching experiences in area schools with	Assess demographic data from schools.		Licensure Committee, Advisory Board,		School Profiles, Graduate Assessment Forms,

Standard	Improvement	Action Steps	Timeline	Personnel	Status	Evidence
	the highest degree of diversity.		2011-2015.	Director of Student Teaching.		Licensure Committee and Advisory Board Minutes.
		Target schools with greatest diversity for student placements.	2012-2015.	Coordinator of Licensure and Field Placements		Placement Contracts.
		Review and refine course.	2010-2011.	Psychology and Human Services Chair and faculty.		Course Description.
	Review and refine course Diversity in Professional Relationship.	Workshops, field trips, courses.	2010-2015.	Psychology and Human Services Chair, faculty and students.		Course Descriptions, Flyers.
	Continue to offer opportunities for increasing awareness and appreciation of diversity.					

Standard	Improvement	Action Steps	Timeline	Personnel	Status	Evidence
	<p>5.05 Promotion and fostering of social justice philosophy and advocacy related to discrimination issues in all education courses.</p> <p>EDU101 Introduction to Education, EDU318 Curriculum and Instruction, EDU419 Pre-Practicum and Inquiry Seminar, GED506 Foundations of Education, GED503 Curriculum and Instruction will reflect specific threads of diversity and cross cultural competencies.</p>	<p>Curricular Map.</p> <p>Curricular Map and Course syllabi</p>	<p>2011-2015.</p> <p>Fall 2012</p>	<p>Licensure Committee, Curriculum Committee.</p> <p>Full and part time faculty in the Education Division</p>		<p>Curricular Map, Licensure and Curriculum Committee Minutes.</p> <p>Initial and Endorsement Portfolios</p>

Standard	Improvement	Action Steps	Timeline	Personnel	Status	Evidence
	5.06 Inclusion of best practices in the education of diverse populations in field experiences.	Syllabi for courses with field experiences.	2011-2015	Education Chair, Director of Secondary Education, Director of Student Teaching.		Licensure and Endorsement Portfolios.
VI: Resources	6.01 Publication of the job placement rates and percentages of students passing licensure exams for program completers.	Collect data. Publicize on website.	Fall 2011-2015.	Career Services, Director of Student Teaching.		Website updated on yearly basis.
	6.02					
	6.03 Continuation of development and expansion of the Curriculum Resource Library.	In each academic year allocate 20 % of the library funds of the Arts & Sciences Division to the purchase of materials (particularly related to Secondary Education) for the	2011-2015.	Director of Secondary Education.		List of Curriculum Resource Library holdings.

Standard	Improvement	Action Steps	Timeline	Personnel	Status	Evidence
	<p>Expand library holdings relevant to School Counseling.</p> <p>Increase undergraduate elementary education candidate enrollment who demonstrate the knowledge and ability to become highly qualified future teachers.</p>	<p>Curriculum Resource Library.</p> <p>Expand holdings.</p> <p>Continue to collaborate and inform the admissions counselors of the requirements for the programs.</p>	<p>2011-2015</p> <p>Fall enrollment of 2013</p>	<p>Psychology and Human Services Chair, Librarian.</p> <p>Licensure Committee members, Admissions Counselors, Strategic Planning Committee</p>		<p>List of library holdings.</p> <p>Enrollment data and meeting minutes</p>
	<p>6.04 Involvement of A&S faculty, k-12 teaching fellows in the supervision of field experiences.</p>	<p>Explore models for faculty supervision.</p> <p>Analyze distribution of faculty loads and student/faculty ratio.</p>	<p>Fall 2011.</p> <p>Spring 2012.</p>	<p>Licensure Committee, Academic Dean.</p> <p>Academic Dean.</p>		<p>Minutes.</p> <p>Faculty Load Charts.</p>

Standard	Improvement	Action Steps	Timeline	Personnel	Status	Evidence
		Present selected model for inclusion in Strategic Plan as a pilot program.	Spring 2012.	Division Chairs, Academic Dean.		Strategic Plan.
		Implement model.	Fall 2012	Director of Student Teaching.		Workload Designation.
	6.05					
	6.06 Continuous review and revision of Technology Plan	Include students in the technology survey.	2011-2015.	Technology Committee.		Technology Status in the Strategic Plan.
	6.07 Continue to offer high quality programs that are marketable, match the mission of the College, incorporate best practices, and meet the local, state and national needs.	Review recommendations from ROPA-R Report.	Fall 2011.	CSJ College Community.		Minutes from campus committees.
		Make changes as recommended by ROPA-R Report.	2011-2012.	CSJ Community.		Minutes from campus committees.
		Review data of current programs and trends for future programs.	2012-13.	Licensure Committee.		Licensure Committee Minutes.

Standard	Improvement	Action Steps	Timeline	Personnel	Status	Evidence
		Develop/revise/delete program	2013-2015.	Divisions, Licensure Committee, Curriculum and Policy Committee,		Licensure Committee Minutes.
VII: Institutional and Program Renewal	7.01 Assessment of progress relating to 5 Year Plan and toward meeting standards for all programs.	Licensure Committee will meet regularly to assess progress.	2011-2015.	Licensure Committee.		Licensure Committee Minutes and Notes from Work Sessions.
	Analysis of data from 5 Year 2010 NEASC Self- Study and findings as well as data from annual Student Learning Outcomes Assessment to identify strengths and needs as it relates to standards for all programs.	Licensure Committee will meet regularly to assess progress.	2011- 2015.	Licensure Committee.		Licensure Committee Minutes and Notes from Work Sessions.

Standard	Improvement	Action Steps	Timeline	Personnel	Status	Evidence
	7.02 Revision of 5 Year Plan to address areas as identified in Self-Study and ROPA Review of 2011.	Licensure Committee will meet regularly to assess progress.	Fall 2011- Spring 2015.	Licensure Committee.		Licensure Committee Minutes and notes from Work Sessions.
	7.03 Revision of Program Themes for Education and School Counseling as necessary.	Analyze reports and data and best practices. Design revised theme.	Fall 2011. Spring 2012.	Licensure Committee.		Program Licensure Committee Minutes. Theme in Academic Catalog and related materials.