

VSBE

Date: Sept. 20, 2018

Item: College of St. Joseph Program Update and Seven-Year Plan

ITEM: Shall the VSBPE accept College of St. Joseph's (CSJ) Program Update and Seven-Year Plan as evidence of their ability to meet the ROPA Standards, and grant continued approval (either full or conditional) to CSJ to recommend candidates for licensure?

AGENCY RECOMMENDED ACTION:

That the Board grant Conditional Approval, as recommended by the ROPA Review Team, for a period of one year with a follow-up visit to be held in the fall of 2019.

BACKGROUND:

A ROPA review team visited CSJ in April of 2018. The team recommended that all programs at CSJ be granted continued approval, although there were many concerns that would need to be addressed. After that report was written but before it was submitted to the Board, the team learned that David St. Germain, the Chair of the Education Department, had resigned, as had the Academic Dean and the President. It was reported in the news that the school would perhaps be closing due to lack of resources. The news of Dr. St. Germain's departure was especially troubling to the review team, as one of the major concerns from the visit was how much of the program rested solely on him. Based on those changes, the Chair of the review team, Dr. Amy Mungur, sent a letter to the Board on behalf of the team changing the recommendation from approval to conditional approval. At their meeting on June 5th, the Board voted to grant conditional approval to CSJ until August 1, 2018 and requested that CSJ submit information detailing their plans for continuing their education program by that date. On July 30, the Office received the Seven-Year Plan, attached, from David Balfour at CSJ. The Office planned to ask the VSBPE to extend CSJ's conditional approval until their September meeting, since there had been a misunderstanding by CSJ of what was expected; however, by the time the question was raised at the August meeting, a quorum was no longer present and so a vote could not be taken. Therefore, as of Aug. 1, CSJ does not have approval to recommend candidates for licensure. This was explained to David Balfour. CSJ did send the correct requested information (plans for programmatic continuance) to the Office on Aug. 14. It is below. David Balfour and Paul Kafer will be attending the PAC meeting on Sept. 20 to answer questions.

RATIONALE:

The Plan that was submitted does not address the current issue regarding staffing in the Education Department. David Balfour has said that CSJ hopes to have a new Education Department Chair in place and in attendance with him at the VSBPE meeting on Aug. 14.

SUPPORTING DOCUMENTS: CSJ Program Update, [CSJ Seven-Year Plan](#), Office review of concerns addressed in Plan, Licensing-Placement Consultant Job Description, [Paul Kafer's CV](#).

CSJ Program Update

1. Following an extensive national search, we have appointed Mr. Paul Kafer, our former Student Success Director, as the new Chair of the Education Division. Mr. Kafer will also serve as our Licensure Officer for Education, while Dr. Michael Kesler, the Chair of our Psychology Division, will serve as Licensure Officer for School Counseling.
2. Ms. Melissa Knipes, a longtime adjunct in the Education Division, has been appointed as a Licensure/Placement Consultant and will assist the Education Chair in these areas.
3. Dr. David St. Germain, our former Education Chair, will continue to be employed at CSJ as an adjunct and will also assist the new Chair as he assumes his duties.
4. Ms. Donna Lewis, who has served for several years as the Administrative Assistant in the Education Division, will continue in that capacity.

Office Review of Concerns Addressed in CSJ Seven-Year Plan

Concerns from CSJ 2018 ROPA Report and Notes on How 7 Year Plan Addresses Them

(Concerns are in blue, text from CSJ's 7 Year Plan is in black, EC remarks are in red)

Standard I

1. Since Math courses are only required for initial licensure candidates, there is a concern that SPED candidates are not getting the math courses needed to be able to differentiate instruction and support proficiency-based learning in that subject.

Action from Plan: The college's Academic Catalog and all supporting documents (ex: Plan of Study) describe the expectation and what licensure candidates must do improve their ability to differentiate instruction and support proficiency-based learning in mathematics.

Addressed by developing a policy. Is this concrete enough?

2. Evidence from the IP demonstrates that candidates use technologies (e.g., lesson plan template); however, there is minimal evidence illustrating how candidates are guiding learners to use technologies in a safe and effective way.

Action from Plan: The syllabi for the following courses will include descriptions (in either the professor's presentations and/or student assignments) stating how teachers could guide learners to use technology in a safe way: Curriculum Development course: GED503, GSE503, GSP505. Methods course: GED509, GED510, GED527, GSE518A, GSE518B. Law courses: GED502, GSP508.

3. In a review of course syllabi, it was noted that student assessment and use of data to inform instructional decision-making was rarely featured as a significant tenet of pedagogy. This was also identified by CSJ in their IP, in two of their stated goals:

From CSJ's stated goals in the IP: Add to Fundamentals of Education, Curriculum Development, Introduction to Special Ed., all Methods courses (English, Social Studies, Reading, Science) the requirement that students must review assessment results and make recommendations for providing remedial instruction and/or alternative instruction.

From CSJ's stated goals in the IP: Add opportunities in Fundamentals of Education, Curriculum Development, Introduction to Special Ed., all Methods courses (English, Social Studies, Reading, Science), Practicum and Student Teaching courses the requirement that students connect their instructional decision-making with a learner's developmental level and/or differences in cognitive, linguistic, social, emotional, and physical areas.

Addressed in goal under indicator 1.4 as stated above.

4. Evidence is missing for how School Counseling students learn about the Vermont Core Teaching Standards within specific counseling courses. We are concerned that the evidence developed for the Vermont Licensure Portfolio comes only from the three required education courses, which may not provide a breadth of experience needed to construct a VLP that demonstrates mastery of the Vermont Core Teaching Standards for School Counseling. Consider moving the Counseling Program into the Education

department to ensure all candidates are meeting the Core Teaching Standards consistently.

Action from Plan: Add to our course syllabi for our GED 502 Law & Education of Children, GED 506 Fundamentals of Education, GPS 528 Organization & Administration of a School Counseling Program, GPS 537 Field Experience I, GPS 557 Field Experience II, and GPS 558 Field Experience III courses the expectation that our school counseling licensure candidates will learn about the Vt. Core Teaching Standards. **Also, in a separate goal:** The assignments listed in EVERY required teacher and school counseling licensure course are linked to the VT Core Teaching Standard Performance Criteria.

5. Stay current with changes to licensure requirements, for example, moving from the 16 Principles to the Core Teaching Standards. Put a process in place to ensure that this happens.

Concern not addressed, although the new Annual Report process will ensure that this happens.

Standard II

1. The endorsements requirements are not explicitly tied to course work. The Core Teaching Standards could also be linked to coursework more thoroughly. In addition, a process should be developed to use assessments of student work to develop competency in endorsement requirements and Core Teaching Standards.

Action from Plan: Development of Curriculum Maps that denotes the link between endorsement requirements, course assignments and the VT Core Teaching Standards

2. There is not a process for tracking student and recent graduate data and using it to inform programmatic decisions.

Action from Plan: Development of a process for semi-annually conducting and analyzing the results from a survey of program graduates. This survey will assess how well the respondents perceive the licensure program prepared them.

3. The Seven-Year Plan has not been used for ongoing program improvement and revised annually.

Action from Plan: The monthly Licensure Committee meetings are used to document the progress made with implementing the improvement process noted in this 7-year plan.

Standard III

There is not adequate evidence that the experiences are coordinated between site supervisors and faculty with the learning objectives in mind.

There were several goals developed in the Plan for Standard III but none addressed this concern directly.

Standard IV

1. There is a concern that CSJ is heavily tuition dependent with a relatively high percentage of first generation college students.

Not addressed.

2. CSJ's difficulty in hiring diverse faculty and staff may contribute to low retention numbers.
3. **Action from the Plan:**

Develop a process for recruiting faculty from culturally diverse backgrounds. For example, including advertising positions in venues such as the Journal of Diversity in Higher Education, that target a diverse audience.

4. CSJ needs to rethink their programmatic model which currently relies on a single professor to administer and coordinate all aspects across programs. Although we realize that resources for additional faculty and staff are a challenge, at a minimum, better processes need to be set up to ensure all of the standards are met. This concern is placed here but applies throughout all of the standards for both programs.

Action from Plan: Increase the number of CSJ employees who can administer and coordinate different aspects of the licensure programs. **Is this enough of a process to ensure the standards are met, especially until the number of faculty/staff can be increased?**

Licensing/Placement Consultant

The Licensing/Placement Consultant will consult with and assist the chair of the Education Division in regard to practicum and student teaching placements for CSJ students in education licensure programs, and all matters pertaining to education licensure, particularly as they relate to monitoring and documenting student progress in meeting education licensure requirements.