

Standard 6

6.1 How do the unit's governance system and resources contribute to adequately preparing candidates to meet professional, state, and institutional standards? [maximum of three pages]

Unit Leadership and Authority

The Dean of the College of Education, who reports directly to the Provost/Vice President of Academic Affairs, has the primary oversight for the initial and advanced preparation of teachers and other school personnel. In addition to the College of Education (COE), there are professional education programs in four other colleges: College of Arts and Humanities, College of Allied Health and Nursing, College of Science, Engineering and Technology, and the College of Social and Behavioral Science. As head of the professional education unit, the dean has the authority to admit and retain candidates in professional education and recommend candidates for licensure. The dean ensures the unit's compliance with state and national standards. The work on the Minnesota State Mankato Network for Excellence in Teaching Initiative – a Partnership with the Archibald Bush Foundation (NExT) is led by the dean.

All teacher licensure program proposals (RIPA) and program re-approvals (PEPER) for the Minnesota Board of Teaching are coordinated through the COE Dean's office with the guidance of the Coordinator of Professional Education. The dean authorizes these proposals. Proposals for the Minnesota Board of School Administrators are also coordinated through the Dean's office. Curriculum proposals for undergraduate and graduate programs in the COE are approved by the dean. The organizational charts (Exhibit 6.3.b) provide an overview of the leadership and management structure of the University and the College of Education. In the COE, the Leadership Council includes chairs and directors of offices/centers and meets twice a month with the Dean during the academic year. Four offices support the Dean and professional education faculty's work. In the areas of recruitment, admissions, testing, retention, monitoring, and advising, the Academic Advising Office supports students and faculty. For field experiences the Office of Field and International Experiences serves students and faculty. The Center for School-University Partnerships coordinates our PDS, Bush Foundation initiative and professional development. Finally, the Office of Professional Education oversees monitoring, testing, licensure, standards and accreditation.

The University and the unit describe policies related to candidate admission and recruitment in a range of publications and websites. The MSU Office of Admissions and college Academic Advising Offices coordinate recruitment efforts. Recruitment events for undergraduates, conducted by the Student Relations Coordinators, include National College Fair, open houses, Saturday Preview days and community college visits. An extensive [Equivalency Guide](#) is available for transfer students to help them predict their evaluation. The University undergraduate bulletin is revised annually and contains current information for admission practices for candidates. The graduate bulletin is revised regularly and contains information about advanced program requirements. The University has a process that ensures that departments and deans' offices review information in bulletins and websites for accuracy.

Unit level recruitment for graduate programs occurs during the annual teachers' conference when the Dean's office arranges for exhibit space, materials and faculty to promote programs. For initial programs the Maverick Recruitment Center (MRC) has been established to recruit exceptional candidates to become teachers of tomorrow. The MRC is working with middle schools and high schools to host open houses and educational information sessions that will inform potential recruits and ignite their interest in the profession. Additionally, we have partnered with six districts in the PDS network to support the Advancement via Individual Determination Program (AVID). This focuses on the least-served students in the academic middle and nurtures their capacity for college readiness. Once admitted, the [Teachers of Tomorrow](#) program provides support for diverse teacher candidates.

The unit publishes two print magazines, *Educate* and *Partnership*, both of which are published twice a year. These magazines are designed for both internal and external audiences. Additionally, a monthly publication, *Info Brief*, provides an [electronic update](#) on the NExT and NCATE to keep all partners aware of activities in these areas.

The COE [Academic Advising](#) Office serves all candidates working toward teacher licensure, coordinating admission to professional education and licensure testing information. The office assigns advisees on a rotating basis to faculty in Elementary and to a program coordinator in Special Education. Secondary and K-12 undergraduate students are assigned advisors in their content areas by their colleges' academic advising offices. Graduate candidates are assigned an advisor in their program area upon admission. (See Exhibit 6.3.c for counseling and advising resources.)

The [Academic Advising Office](#) provides students direct access to the Student Relations Coordinator (SRC), starting with summer orientations for incoming freshman and transfer students. The SRC also provides General Education advising to all College of Education students as needed. The SRC works with students placed on academic probation and suspension, and assists with academic reinstatement. At the University level, the Counseling Center, Career Development Center, and Center for Academic Success all provide important supports for students.

Faculty from Arts and Sciences, Education, and P-12 participate in program design, implementation and evaluation of the unit and its programs. From the first steps in developing the proposal, P-12 practitioners and faculty from Arts and Sciences as well as the COE have participated in the work of the Bush (NExT) initiative, collaborating on program design and implementation. The Professional Education Advisory Council meets twice a year with membership consisting of P-12 practitioners, faculty from Arts and Sciences and COE, and a former school board member who is also a legislator. One of the roles of the Professional Education Advisory Council is to make recommendations about data from the unit. Another role is to serve as a vehicle for advising the dean about critical issues in meeting the needs of schools and learners. One member serves in the Minnesota legislature and provides policy perspectives (See exhibit 6.3.a for Council meeting minutes and 3.3.a for Bush documents).

The Secondary Education Coalition serves as the primary vehicle for collaboration and communication between Arts and Sciences faculty and COE faculty. Meeting each month, the Coalition focuses on alignment of the work on issues such as field experiences, advising, curriculum changes, Teacher Performance Assessment, licensure testing, and other areas of common concern (See Exhibit 6.3.a for minutes.)

The PDS Governance Council meets monthly and consists of superintendents from the PDS districts, COE Dean, and Director for the Center for School-University Partnerships. The PDS Governance Council oversees the PDS network focusing on issues ranging from cost sharing to specific partner needs.

Unit Budget

With the economic difficulties facing Minnesota over the past few years, the University was forced to raise tuition and underwent a comprehensive review of all academic programs, focusing on their relationship to the University mission, cost, credit hour generation and number of majors and graduates, and their overall quality. This review resulted in the closing and suspension of four programs in the unit. With the addition of the Bush Foundation funds, the dean was able to expand some mission critical personnel. While budget lines continue to be closely scrutinized, the COE budget is comparable to similar units on campus and is sufficient to meet the needs of the COE (See Exhibits 6.3.f and 6.3.g). The Academic Data Summary report provides detailed information on credit hour production by college and department (Exhibit 5.3.f for Academic Data Book).

Personnel

Faculty assignments are made in accordance with Faculty Association contractual agreements (See Exhibit 6.3.h for IFO Contract Article 10). The workload of faculty includes teaching or other assignments, scholarly activities, student advising, continuing preparation and study, contributing to student growth and development, and service. The contract stipulates that a faculty member's teaching load cannot exceed 14 undergraduate credit hours per semester or 24 undergraduate credit hours per academic year. For purposes of calculating teaching load, a three credit graduate course is the equivalent of a four credit undergraduate course. (See workload summary document in Exhibit 6.3.h.) Student teacher supervision load is calculated at 0.67 credits per student teacher with no more than 14 student teachers per year for any one supervisor. Maximum enrollments in courses, including online course offerings, are determined by departments and depend on the needs of a course. With these teaching loads faculty from across the unit find time to regularly engage with schools and the professional community as reported in a recent survey (See Exhibits 3.3.a and 5.3.e). The unit employs adjunct faculty to supplement course offerings and to supervise student teachers. With their practical experience in P-12 and their professional knowledge, adjunct faculty enhance programs. Adjunct faculty hold appropriate academic credentials of at least a Master's degree and possess professional experience in the areas in which they teach. All student teaching supervisors are adjunct faculty, allowing them to have supervision as their primary professional responsibility. They receive extensive training through monthly professional development seminars, preparing them for their multiple roles as assessor, mentor, coach and advocate. (See Exhibit 6.3.h for adjunct data.) The COE has at least one full-time administrative assistant for each department. The Dean's office suite has four full-time and one .994 support staff members (See Exhibit 6.3.h). In addition, departments and offices are supported in their work by graduate assistants who do special projects that may include admissions sessions, technology support, data analysis, and website management.

Unit Facilities and Resources Including Technology

In addition to extensive [professional development](#) offered through Information and Technology Services (ITS) in instructional technologies and [computer training](#), the COE offers support for faculty. Facilitated by the Technology Committee, the [COE Online Resource Center](#) provides support, promotes and enhances teaching effectiveness in the College of Education through instructional strategies. The mission is to enhance online and hybrid courses, but these technologies affect face-to-face courses as well. Most COE classrooms, including those at the Edina facility, are equipped with SMARTboards. All classrooms have projection equipment for use with multimedia. In addition to technology integration that occurs in initial and advanced program coursework, the University has made Atomic Learning available to all students and faculty.

Library Services supports University curriculum by providing students and faculty with access to information resources regardless of format. Each department is supported by a librarian who serves as a liaison to understand particular needs. The unit is served by both the regular collection and children's and young adult books and materials in the Educational Resource Center. (See Exhibit 6.3.i).

6.2.b Continuous Improvement [maximum of three pages]

- _ Summarize activities and changes based on data that have led to continuous improvement of candidate performance and program quality.**
- _ Discuss plans for sustaining and enhancing performance through continuous improvement**

as articulated in unit Standard 6.

Continuous Improvement

In 2010 the Archibald Bush Foundation selected the University and its PDS partner network for a groundbreaking new partnership to transform teacher preparation programs in Minnesota, North Dakota and South Dakota. Over a 10-year span COE will collaborate with 13 other higher education institutions in three states to produce a total of 25,000 new, effective teachers, and to guarantee their effectiveness. The initiative is in the process of dramatically changing how the University with its PDS partners recruit, prepare, place and support current and future K-12 teachers. This project is overseen by the CSUP Director and involves both P-12 and university professionals in all parts of the project. (See Exhibit 3.3a for NExT reports and documents.)

NExT requires a greater focus on data to report on our benchmarks. Additionally, the project offers a rich opportunity to study teacher preparation. This added focus led to reassigning a faculty member as Coordinator of Assessment and Research. This position will be modified somewhat starting in the new academic year and become a director role. The Director of Research and Assessment provides oversight, coordination, and direction for the COE in four key areas: *Research Systems Development, Applied Research Outreach, Research Practices, Functions and Support, and COE Program Evaluation/Assessment*. Another new position, Educational Research Systems Liaison, was established to provide data system expertise and conduct studies in educational research, and forecast trends by determining methodology, monitoring overall system capabilities and performance, and making final recommendations for major education studies, which have direct local, state and national impact, and for which little or no existing informational resources or systems are available. This position consults/advises key decision makers and provides recommendations on a wide variety of data, research, and systems related issues, policies and actions. (See Exhibit 6.3.a for complete descriptions of these positions.)

The enhanced focus on data led to a change in the assessment system technology. As described in the narrative for Standard 2, our in-house data system, Student Information Management System (SIMS) did not have the capacity to meet all of our needs, particularly for flexibility in reporting. While SIMS continues as a useful tool for advising and admissions, the COE has contracted with Pass-Port to provide a data management system for collecting and aggregating data. The cost is being absorbed by the unit rather than through student fees. The Educational Research Systems Liaison serves as project manager and administrator for Pass-Port. Additional data assistance is provided through the Office of Institutional Research with whom the COE has developed a close working relationship. The [Center for Mentoring and Induction](#) (CMI) and the [Center for Engaged Leadership](#) (CEL) work with school stakeholders to help teachers and educational leaders become more confident, capable, and effective practitioners, offers professional development experiences based on sound educational research and delivered in a format that supports a professional community of practice. CMI and CEL provide collaboratively developed consultation and contracted services to meet school district initiatives and specific needs for continuous improvement.

Since 2009 the University has offered student teachers the opportunity to study internationally in three diverse settings, initially in Australia and more recently in Mexico and Abu Dhabi. The name of the office was changed to Office of Field and International Experiences (OFIE) to reflect this expanded role. This is in keeping with the need to develop cultural competencies in our candidates. Because Mexico is no longer an option based on US Government Travel recommendations, the COE has expanded its offerings to include an experience for beginning candidates in Costa Rica. The other major change to OFIE is that the Assistant Director has gone from a half-time to full-time position. The University opened a central facility to house programs in the Twin Cities area in fall 2008. The opening of the [Edina facility at 7700 France](#) has meant a complementary site to Normandale Community College for the Twin Cities elementary and special education undergraduate programs as well as other

graduate programs in the COE. The Edina building provides offices for coordinators, access to classroom technology and meeting space for faculty and students.

The COE has experienced growth in online and hybrid programs since the 2004 visit. Online courses and programs undergo the same rigorous review process for curriculum approval as other changes to the curriculum. Additionally, MnSCU has initiated a separate approval requirement for online programs. The course management platform selected by MnSCU for all state colleges and universities is Desire2Learn (D2L). In addition to its use in online and hybrid courses, faculty use D2L as a supplement to all courses, posting documents and grades as well as using an assignment drop box. ITS provides support for faculty in developing online courses. Supported by the D2L site administrator and trainer and an instructional designer, faculty have opportunities to upgrade their technical skills with D2L as well as learn technology tools to enhance candidates' learning.

Plans for sustaining and enhancing performance

Starting in fall 2012, the unit will replace the Coordinator of Professional Education position with a distributed leadership model. In an effort to further disseminate knowledge and understanding about licensure and accreditation to departments, a plan has been developed to reconsider the role of program coordinators. Currently, responsibilities for program coordinators for initial and advanced programs vary, depending on the department. A discussion has occurred in Leadership Council to add unit level leadership responsibilities to the coordinator role. Initial licensure coordinators and advanced program coordinators would meet regularly in separate work groups with the NCATE Coordinator and Director of Research and Assessment, focusing on licensure and accreditation requirements as well as continuous improvement. They would also take on some responsibilities that have previously been completed by the Coordinator of Professional Education. Other components of the Coordinator of Professional Education position have been assigned to the Student Relations Coordinator. The new management system, Pass-Port, will be used and its functions expanded as the director and Assessment Committee members learn more about its capacity. In addition to providing aggregated and disaggregated data, we will use the field experience tracking capacity to allow the unit to ensure criteria are met by each candidate. The Educational Research Systems Liaison is taking the lead to ensure a smooth transition from the old system to the more transparent, robust Pass-Port system. The licensure examination in Minnesota was changed from Praxis to a Pearson product, Minnesota Teacher Licensure Examination (MTLE) in September 2010. In addition to the high cut score set by the Minnesota Board of Teaching, we have been challenged in fully preparing our candidates for the exams since little study guide information had been available until recently. Plans are in development for a one-credit course that students in different initial licensure programs could take to prepare them for the Basic Skills exam. For the pedagogy and content exams, programs have developed detailed alignment maps to prioritize curricular activities for student success and plan additional support. As more study guide information is available from publishers and from Pearson, those resources will be made available to candidates and faculty. Additionally, individual faculty members have taken the examination to learn more about content and test format.